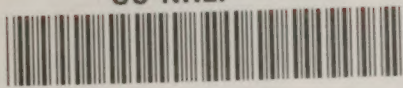


UC-NRLF



B 4 576 498

CATALOGUE
OF THE
SCHOOL BULLETIN PUBLICATIONS
1900



OCT 19 1900

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA.
GIFT OF

C. W. Bardeen. Syracuse

Received *Oct*, 1900.

N.Y.

Accession No. *81200* . Class No. *332.2*.

CATALOGUE

OF THE

School Bulletin Publications



GOLD MEDAL, PARIS, 1889



MEDAL AND DIPLOMA, CHICAGO, 1893

INDEX TO CATALOGUE

	Page		Page		Page
ALPHABETICAL LIST OF PUBLICATIONS..	2	Psychology made Practical.....	48	Maps, Charts and Globes.....	81
CLASSIFIED LIST.....	11	Williams's Outlines of Psychology.....	48	Books for Teaching <i>History</i>	82
THE SCHOOL BULLETIN.....	16	Helps in Nature Study.....	49	Hendrick's History of the Empire State.....	82
STANDARD TEACHERS LIBRARY.....	19	Helps in Child Study.....	49	Prentice's History of New York State.....	83
BOOKS OF REFERENCE.....	20	The Art of Questioning.....	50	Martin's Stories of New York.....	83
Lawrence's Classified Reading.....	20	Ballard's Teaching as a Fine Art.....	51	Topics and References in History.....	84
BOOKS FOR THE SCHOOL LIBRARY.....	21	School Room Classics.....	51	Cards and Charts.....	84
Cyclopaedia of Education.....	21	Minutes of Conference on Education.....	52	Edwards's History Cards.....	85
HISTORY OF EDUCATION		Monographs on Higher Education.....	52	Edwards's History Game.....	85
Williams's History of Modern Ed'n.....	22	Industrial Education.....	53	Instruction in <i>Citizenship</i>	86
Mark's History of Ed'l Theories.....	24	Addresses by C. W. Bardeen.....	53	500 Questions in Civics.....	86
Cadet's Port Royal Education.....	25	Pamphlets on Educational Topics.....	54	Northam's Civil Government.....	87
Helps in the History of Education.....	26	School Issues of the Day.....	54	Houghton's Conspectus.....	87
American Schools in Foreign Eyes.....	26	BOOKS ON SCHOOL MANAGEMENT.....	55	Knott's Ready Reference Law Manual.....	88
Foreign School Systems Described.....	27	Landon's School Management.....	55	Bardeen's School Law.....	88
Arnold's Reports on English Ed'n.....	27	DeGraff's School Room Guide.....	56	SONG BUDGET MUSIC SERIES.....	90
Parsons's Prussian Schools.....	28	Page's Theory and Practice.....	57	The Song Budget.....	90
Parsons's French Schools.....	28	Gowdy's Ideals and Programmes.....	57	The Song Century.....	91
Education of Women.....	29	Helps in School Discipline.....	58	The Song Patriot.....	91
Rare Ed'l Books and Pamphlets.....	29	Helps in Morals and Manners.....	58	The School Room Chorus.....	92
STORIES DEALING WITH SCHOOLS		Special Helps in Primary Teaching.....	59	Helps in <i>Oral Teaching</i>	92
Roderick Hume, the N. Y. Teacher.....	30	BOOKS ON METHODS OF TEACHING.....	59	Flores, a Botanical Game.....	93
Commissioner Hume, or N. Y. Schools.....	31	Books in <i>Arithmetic</i>	60	Cardboard Helps in Teaching.....	93
Nicholas Comenius, the Pa. Schoolm'r.....	32	Benton's Happy Method in Number.....	60	Movement Method in <i>Penmanship</i>	94
Eliss's Tales told out of School.....	33	The Grubé Method.....	61	Helps in <i>Drawing</i>	94
Anecdotes and Humors of School Life.....	34	The Pestalozzian Arithmetics.....	61	SCHOOL RECORDS AND REPORTS.....	95
Hooper's Fifty Years in the Schoolroom.....	34	Question Books in Arithmetic.....	62	Aids to school Discipline.....	95
BIOGRAPHIES OF TEACHERS		Lester's 999 Problems.....	62	BOOKS FOR NEW YORK SCHOOLS.....	96
Quick's Educational Reformers.....	35	500 Business Problems.....	63	N. Y. State Examination Questions.....	96
Biographies of Great Teachers.....	36	Sanford's Word Method in Number.....	63	Uniform Question Books.....	97
Carlisle's Ascham and Arnold.....	36	Useful Appliances.....	64	Helps in Uniform Examinations.....	97
How Gertrude teaches her Children.....	37	Helps in <i>Higher Mathematics</i>	64	Books for Regents Schools.....	98
John Henry Pestalozzi.....	37	The Sentence Method in <i>Reading</i>	65	The Regents Questions.....	98
John Amos Comenius.....	38	Books for Supplementary Reading.....	65	Helps in Regents Examinations.....	99
Laurie's Life of Comenius.....	38	Helps in <i>Public Exercises</i>	66	Buffalo Examination Questions.....	99
The Orbis Pictus of Comenius.....	39	Hamilton Declamation Quarterly.....	66	Civil Service Question Book.....	100
Meiklejohn's Life of Andrew Bell.....	39	Ballard's Pieces to Speak.....	67	Southwick's Dime Question Books.....	100
Friederich Froebel.....	40	Manuals of <i>Parliamentary Rules</i>	68	Books for Training Classes.....	101
Froebel's Autobiography.....	40	Helps toward <i>Correct Speech</i>	68	SCHOOL SUPPLIES	
Herbart's Letters and Lectures.....	41	Helps in <i>Elementary Language</i>	69	Diplomas printed.....	102
Rein's Outlines of Pedagogics.....	41	Sanford's Limited Speller.....	69	Zinc-Engraved Portraits.....	102
GENERAL HANDBOOKS FOR TEACHERS		Bardeen's Outlines of Sentence-Making.....	70	American Flags.....	103
Teaching as a Business.....	42	Helps in <i>Grammar</i>	71	Portraits for the Schoolroom.....	103
The Teacher's Mentor.....	43	Bugbee's English Syntax.....	71	Blackboards and Blackboard Slating.....	104
Huntington's Unconscious Tuition.....	43	Helps in <i>Foreign Languages</i>	72	Compo-Board Blackboards.....	104
The Teacher's Critic.....	44	Helps in <i>Literature</i>	72	Dustless Blackboard Erasers.....	105
Helps to Self-Culture.....	44	Authors Birthday Exercises.....	73	Bulletin Number Fan.....	105
The Teacher's Guide to Correct Speech.....	45	School Hygiene.....	74	Bulletin Pencil Holder.....	106
Hinsdale's Schools and Studies.....	46	Helps in Physical Culture.....	78	Bulletin Ink-Well Filler.....	106
The Five Great English Books.....	46	Books for <i>Geography</i>	79	SCHOOL BULLETIN TEACHERS AGENCY	
Buckham's Handbook for Young Teachers.....	47	Geography Question Books.....	79	School Bulletin Teachers Agency.....	107
SCIENCE OF EDUCATION		Edwards's Geography Cards.....	80	Positions for Women Teachers.....	107
Herbert Spencer's Education.....	47	Edwards's Geography Games.....	80	New York Principalships.....	108
		Other Helps in Geography.....	81	Other Positions for Men.....	108

SYRACUSE, N. Y.

C. W. BARDEEN, PUBLISHER

1900

School Bulletin Publications

NOTE.—BINDING is indicated as follows: B boards, C cloth, L leatherette M manilla, P paper. SIZE as follows: 8:416 indicates 8vo, pp. 416; 12:393 indicates 12mo, pp. 393; 16:389 indicates 16mo, pp. 389. Numbers preceding the binding and size give the pages in the Trade Sale catalogue of 1900 on which the books are described, the fullest description being placed first. Books preceded by a dagger (†) are selected by the State Superintendent of Public Instruction for the New York Teachers' Library. Books preceded by (T) are specified for instruction in New York training classes.

Books starred may be had also in the Standard Teachers' Library, manilla binding, at 50 cts. each. Unless expressly ordered to be sent in this binding, such volumes are always sent in cloth.

- A DAY of My Life, or Everyday Experiences at Eton.** 27 C 16:184....\$1 00
- Ackerman** (Mrs. M. B.) *Review Questions to accompany Hendrick's History of the Empire State.* 99 P 12:15..... 05
- Adams.** Wall Map of the State of New York, 68x74 inches, 81 C..... 5 00
- Aids to School Discipline.** 95 Per box 47..... 1 25
Supplied separately; per 100 Merits, 15 cts.; Half Merits, 15 cts.;
Cards, 15 cts.; Checks, 40 cts.; Certificates, 50 cts.
- Alden** (Joseph). *First Principles of Political Economy.* 86 C 16:153..... 75
- Aldis** (Mary E.) *The Great Giant Arithmos. A most Elementary Arithmetic.* C 16:224..... 1 00
- American Flags.** Send for circular. 103.
- Arabic Self-Taught.** 72 C 12:104..... 1 25
- Armstrong-Hopkins** (Mrs. S.) *Khetwadi Castle, C 12:401, 44 illustrations.*..... 2 00
- Arnold** (Matthew). *Reports on Elementary Schools, 1852-1882.* 27 C 16:318. 2 00
- (Thomas). * *Stanley's Life of, J. S. Carlisle.* 36 C 16:252..... 1 00
- *Dr. Arnold of Rugby, Selfe, C 12:128.*..... 75
- Ascham** (Roger). *Sketch of, by R. H. Quick.* P 16:55..... 15
- * *Biography, by Samuel Johnson.* 36 C 16:252..... 1 00
- *Complete Works.* 36 C 16:321, 273, 376, 374 4 vols..... 5 00
- Attendance Blanks for use under the Compulsory Law of N. Y.** (a) First Notice to Parents; (b) Second Notice to Parents; (c) Notice to Attendance Officer. Manilla, 4x9, pp. 100 each. Per dozen, each. 2 00
- *† **Authors Birthday Exercises.** First Series: Poe, Longfellow, Reed, Irving, Walt Whitman, Mrs. Stowe, Hawthorne, Holmes, Cooper, Bancroft, Bryant, Whittier. 50 portraits and illustrations, 72, 73 C 16:320..... 1 00
- *† Second Series, Bayard Taylor, Lowell, Howells, Motley, Emerson, Saxe, Thoreau, E. S. Phelps-Ward, Parkman, Cable, Aldrich, Joel Chandler Harris. 44 portraits. 73 C 16:459..... 1 00
- * Third Series, Franklin, Curtis, Whipple, Mitchell, Prescott, Thaxter, Stoddard, Harte, Winthrop, Stedman, Mark Twain, Higginson, 41 portraits and illustrations. 73 C 16:367..... 1 00
- *Game of Fireside Authors, 52 cards, with Portraits.* 72..... 35
- *Young Folks' Favorite Authors, 52 cards, with Portraits.* 72..... 35
- *Game of Poems Illustrated, 52 cards, with Pictures.*..... 35
- BALL** (J. W.) *1000 Questions-and-Answers in Drawing.* 94 L 16:67.... 40
- *Instruction in Citizenship.* L 12:63..... 40
- Ballard** (Addison) *Arrows, or Teaching as a Fine Art.* 51 C 16:108... 75
- (Harlan H.) * *Pieces to Speak.* 67, 66 C 16:192..... 1 00
- The same, Parts I and V, each P 16:40..... 15
- Barbera** (Piero). *Educational Publications in Italy.* 26, 54, 40, P 8:14... 15
- Bardeen** (C. R.) *Infection and Immunity.* P 8:20..... 25
- (C. W.) * *Manual of School Law.* 88, 86, 93, 101, C 16:276..... 1 00
- † *Geography of the Empire State.* 101, 79, 96 C 8:120..... 75
- *Outlines of Sentence-Making.* 70 C 12:187..... 60
- † *Verbal Pitfalls.* A manual of 1500 misused words. 45, 20, 68, C 16:223. 75
- * *Authors Birthdays, Three Series.* See above.
- * † *Roderick Hume. The Story of a New York Teacher,* 30, 21, C 16:295..... 1 25
- * † *Commissioner Hume, A Story of New York Schools.* 31 C 16:210.. 1 25
- *The Little Old Man, or the School for Illiberal Mothers.* 65, 21 C 16:31 50
- *Teaching as a Business for Men.* 42, 53, 54 P 8:20..... 25
- *The Teacher's Commercial Value.* 42, 53, 54 P 8:20..... 25

- Bardeen** (C. W.) *The Teacher as He Should Be.* 42, 53, 54 P 8:24.....\$ 25
 — *Fitting Teachers to Places.* (Only in volume below.) 42, 53.....
 — *† *Teaching as a Business.* The above four addresses in one volume. 42, 53 C 16:154..... 1 00
 — *Continuous Contracts for Teachers.* C 16:48..... 50
 — *Organization and System vs. Originality.* 53, 54 P 8:9..... 15
 — *The Tax-Payer and the Township System.* 53, 54 P 8:20..... 25
Bardeen (C. W.) *Some Problems of City School Management.* 53 P 8:16. 25
 — *Effect of the College-Preparatory High School.* 52, 53, 54 P 8:5..... 15
 — *History of Educational Journalism in New York.* 26, 53, 54, 96 P 8:45. 40
 — *Educational Journalism—an Inventory.* 53 P. 8:20..... 25
 — *The Song Budget.* 90 P small 4:76..... 15
 — *The Song Century.* 90, 91 P small 4:87..... 15
 — *The Song Patriot.* 90, 91 P small 4:80..... 15
 — *The Song Budget Series Combined.* 90 C small 4:250..... 50
 — *Dime Question Books of Temperance Physiology, Book-Keeping, Letter-Writing.* 69, 100. Each..... 10
Barnard (Henry). *American Journal of Education.* Vols. I-XIII, XVI, XVII, XXIII, XXIX. Each, Half-turkey, 8: about 800..... 5 50
 — *Letters, Essays, Thoughts on Studies and Conduct.* C 8:552..... 3 50
 — † *Kindergarten and Child Culture Papers, etc.* C 8:784..... 3 50
 — *American Pedagogy.* C 8:510..... 3 50
 — *Military Systems of Education.* C 8:960..... 5 50
 — *The Ed'l Labors of,* by Will S. Monroe. 36 L 16:35..... 50
 — (H.) *Oral Training Lessons.* 92, 49 C 12:136..... 75
Basedow (J. B.) *Sketch of,* by R. H. Quick. P 16:18..... 15
Bassett (J. A.) *Latitude, Longitude, and Time.* 64, 60, 74, 96 M 16:42.. 25
Bates (S. P.) *Methods of Teachers Institutes.* 59 C 12:76..... 60
Batsdorf (J. B.) *The Management of Country Schools.* 54, 55 P 8:33.... 20
Beebe (Levi N.) *First Steps among Figures.* 61, 60 C 16:326..... 1 00
Pupil's Edition. 61, 60 C 16:140..... 45
Beesau (Amable). *The Spirit of Education.* C 16:325, and Portrait.... 1 25
Bell (Andrew). *An Old Educational Reformer.* 39, 36 C 16:182..... 1 00
Bennett (C. W.) *National Education in Europe.* 54 P 8:28..... 15
 — *History of the Philosophy of Pedagogics.* 26 L 16:43..... 50
Benton (Emily E.) *The Happy Method in Number.* 60 C 8:96..... 75
Bible in the Public Schools, Cincinnati case, 24:214, 233. P 50 cts.; C. 1 00
Binner (Paul). *Old Stories Retold.* 65, 21 B 16:64..... 25
***Birkbeck** (George). *The Pioneer of Popular Education.* Memoir of, by J. G. Godard. 36 C 16:258..... 1 50
Blackman (O.) *Graded Songs for Day Schools.* P 16:39..... 10
Blakely (W. A.) *Chart of Parliamentary Rules.* 68 P 16:4..... 25
Blodgett (A. B.) *The Relation of a Principal to the Community.* 51 P 8:19 25
Boyden (Helen W.) *Boyden's Speaker.* For primary grades. 66 C 12:192..... 1 00
Bradford (W. H.) *Thirty Possible Problems in Percentage.* 60, 96 M 16:34. 25
Bramwell (Amy B.) and **Hughes** (H. M.) *The Training of Teachers in the U. S.* 26 C 12:210..... 1.25
Bremner (C. S.) *Education of Girls and Women.* 29 C 12:296..... 1 50
Briggs (F. H.) *Boys and How to Re-Make them.* 54, 58 P 8:24..... 25
 — *Industrial Training in Reformatory Institutions.* 53, 54 P 16:28..... 25
Bristol (H. C.) *Honesty Cards in Arithmetic.* 64, 93 50 cards, 3x4½.... 50
Browne (M. Frances). *A Glimpse of Grammar-Land.* 66 P 8:24..... 15
Browning, (Oscar). *A Short History of Education.* 26 C 16:93, 49 ills.. 50
Bryant (Sophie). *The Teaching of Morality in the Family and the School.* 58 C 12:154..... 1 50
***Buckham** (H. B.) *Handbook for Young Teachers.* 47, 43, 55 C 16:152. 75
Buelow, von. See **Marenholz.**
***Buffalo Examination Questions.** 99. 1892-6, C 16:318. 1896-99 C 16:260, each..... 1 00
Bugbee (A. G.) *Exercises in English Syntax.* 71 L 16:85..... 35
 — *Key to the same.* 71 L 16:36..... 35
Bulletin Spelling Pads, 70 pages. Each..... 15
 — *Absence Record.* 95 L pp. 400. 11x11½..... 3 00
 — *Book-Keeping Blanks.* Press-board, 7x8½, pp. 28. Each.... 15
 — *Composition Book.* M 8:44..... 15
 — *Class Register.* 95 Press-board cover. *Three Sizes,* (a) 6x7, for terms of 20 weeks; or (b) 5x7, for terms of 14 weeks, Pp. 48..... 25
 — (c) Like (b) but with one-half more (72) pages..... 35

Bulletin Pencil Holder , numbered for 60 pupils. 106.....	\$2 00
— <i>Ink-Well Filler</i> , holding one quart. 106.....	1 25
— <i>Number Fan</i> . 64, 105 11x15 inches.....	1 00
Burnham (W. P.) <i>Duties of Outposts U. S. Army</i> . C 24:171.....	50
Burstall (Sara A.) <i>The Education of Girls in the United States</i> . 29, 26 C 12:216.....	1 00
Burritt (J. L.) <i>Penmanship in Public Schools</i> . P 12:62, and chart.....	60
Burt (Mary E.) <i>Bees; a Study from Virgil</i> . For 7th Grade Reading. P. 16:15.....	15
Butler (Nicholas Murray). <i>The Place of Comenius</i> . 38, 51 P 16:20.....	15
*CADET (Felix). <i>Port-Royal Education</i> . 25, 26, 58 C 16:406.....	1 50
Cæsar's Conspiracy of the Helvetians . 98 P 16:20.....	10
Canfield (James H.) <i>Rural Higher Education</i> . 52, 54 P 8:24.....	15
*† Carlisle (J. S.) <i>Two Great Teachers, Ascham and Arnold</i> . 36 C 16:252.	1 00
Catalogue of Rare Books on Pedagogy . P 24:58.....	06
— Trade Sale, 1900, of School Bulletin Publications. P 8:112 6 cts.; C.	25
Cheney (F.) <i>A Globe Manual for Schools</i> . 79 P 16:95.....	25
*Civil Service Question Book . 100 C 16:282.....	1 50
Clarke (H. Wadsworth). <i>Map of Onondaga County</i> . 81 C 48x54.....	5 00
— (Noah T.) <i>Chart of U. S. History</i> . 84 P 8½x12. Each 5c.; per doz.....	50
Code of Public Instruction , New York, 1888. 86, 96 L 8:1075, net.....	2 50
Colored Crayon , for Blackboard, per box of one dozen, nine colors 105.	25
Collins (Henry). <i>The International Date Line</i> . 64, 60, 79 P 16:15.....	15
Comenius (John Amos). <i>Orbis Pictus</i> . 39, 38, C 8:232.....	3 00
— *† <i>Life and Educational Works</i> , by S. S. Laurie. 38, 39 C 16:272.....	1 00
— <i>Sketch of</i> , by R. H. Quick. P 16:25. (See also Butler, Maxwell)....	15
— <i>Portrait of</i> , 103 P 22x28.....	1 00
Comfort (George F.) <i>Modern Languages in Education</i> . 52, 54 L 16:40..	50
— (Geo. F. and Anna M.) <i>Woman's Education and Woman's Health;</i> <i>chiefly in reply to "Sex in Education"</i> . 29 C 16:155.....	1 00
Conspiracy of the Helvetians . 98 P 16:20.....	10
Constitution of the State of New York . P 16:63.....	10
Cooper (Oscar R.) <i>Compulsory Laws and their Enforcement</i> . 54 P 8:6..	15
Craig (A. R.) <i>The Philosophy of Training</i> . C 12:377.....	2 00
Crain (J. H.) <i>70 Review Lessons in Geography</i> . 79 P 16:60.....	25
Cube Root Blocks , carried to 3 places. 63. In box.....	1 00
Curtiss (E.) <i>Ninety Lessons in Arithmetic</i> 101 C 16:105.....	50
(T) Cyclopædia of Education . 20, 21 C 8:562.....	3 75
DALY (D.) <i>Adventures of Roger L'Estrange</i> . C 12:301.....	2 00
Daniel (Blanche R.) <i>Outlines of English Literature</i> . 72, 98 C 12:102.....	50
Danish and Norwegian Conversation Book (See also LUND). 72 C 24:128	75
Davis (W. W.) <i>Suggestions for Teaching Fractions</i> . 64 P 16:43.....	25
— <i>Fractional Apparatus</i> , in box. 64 (Not mailable).....	4 00
De Graff (E. V.) <i>Practical Phonics</i> . 68 C 16:108.....	75
— <i>Pocket Pronunciation Book</i> . 68 M 16:47.....	15
— *† <i>The School-Room Guide</i> . 56, 55, 59 C 16:405.....	1 50
— † <i>Development Lessons</i> . C 8:301.....	1 50
— <i>The School-Room Chorus</i> . 90, 92 B small 4:147.....	35
— <i>Calisthenics and Disciplinary Exercises</i> . 78 M 16:39.....	25
*† De Guimps (Roger). <i>Pestalozzi, his Aim and Work</i> . 37, 36 C 12:331....	1 50
Denominational Schools . Discussion of 1889. 54 P 8:71.....	25
Dickinson (John W.) <i>The Limits of Oral Teaching</i> . 49, 51, 92 P 16:24..	15
Diehl (Anna Randall-). <i>A Practical Delsarte Primer</i> . 78 C 16:66.....	50
Dime Question Books . See SOUTHWICK.	
Diplomas , printed to order from any design furnished. Specimens sent.	
102 (a) Bond paper, 14x17, for 25 or fewer.....	5 00
" " " " 50.....	6 50
(b) " " 16x20, " 25 or fewer.....	5 50
" " " " 50.....	7 25
(c) Parchment, 15x20, " 1.....	3 50
Each additional copy.....	75
Donaldson (James). <i>Lectures on Education</i> . 26 C 16:185.....	1 00
Durham (W. H.) <i>Carleton Island in the Revolution</i> . 21 C 16:128.....	1 00
EDUCATION as Viewed by Thinkers . 51 P 16:47.....	15
— <i>for the People, in America, Europe, India, and Australia</i> . 26, 27 C 8:176.	1 25
— * <i>Intellectual, Moral, and Physical</i> , Herbert Spencer. 47, 46, 58 C 16:331.	1 00
— <i>of Women</i> . See p. 29.	

Edwards (A. M.) <i>Graded Lessons in Language</i> . Nos. 1-6. 69 P 8:80, each per dozen.....	\$1 00
— <i>500 Every Day Business Problems in Arithmetic</i> . 63, 64, 93 500 cards, 1½x3½, with Key.....	50
— <i>500 Pertinent Questions in Civics</i> , with Answers. 86, 93 16:54, P. 15, M.	30
— <i>The same</i> , with Questions on 250 slips of cardboard, in box. 86, 93.	50
— <i>Historical Game</i> , "Our Country". 85, 93 100 cards, 2¼x3¾.....	50
— <i>Historical Cards</i> . 85, 84, 93 3¼x5¼.	
(a) <i>General History</i> . 200 cards.....	1 00
(b) <i>United States History, Part I</i> . 92 cards.....	50
(c) <i>United States History, Part II</i> . 108 cards.....	50
(d) <i>United States History, Complete</i> . 200 cards.....	1 00
— <i>Outline and Topic Book in U. S. History</i> . P 8:212.....	50
— <i>Outline and Topic Cards in Geography</i> , 81 Package of 12, 1½x6...	15
— <i>Geographical Game</i> , "Our Country". 80, 81, 93 100 cards 2¼x3¾.	50
— <i>Geographical Cards</i> . 80, 81, 93 3¼x5¼.	
(a) <i>Part I, Physical Geography and North America</i> . 100 cards.....	50
(b) <i>Part II. The Rest of the World</i> . 100 cards.....	50
(c) <i>Complete</i> . 200 cards.....	1 00
— * <i>Topical Questions in Geography</i> , with Regents' Questions 1894-6.	
79 C 16:211.....	1 00
Egbert (Walter R.) <i>Last Words of Famous Men and Women</i> . C 16:192.	1 00
* Ellis (Edward S.) <i>Tales Told out of School</i> . 33 C 16:240.....	1 00
— <i>School History of New York State</i>	1 50
Emerson (A. W.) <i>Composition and Criticism</i> . 69 L 16:82.....	40
— (H. S.) <i>Latin in High Schools</i> . 52, 54 P 16:30.....	25
† Essays on the Kindergarten . 40, 59 C 12:175.....	1 00
Evans (W. M.) <i>A Manual of Grammar</i> . 71 C 16:126.....	75
FARNHAM (A. W.) † <i>The Oswego Method of Teaching Geography</i> . 79 C 16:127.....	50
— (Geo. L.) <i>The Sentence Method of Reading</i> . 65 C 16:55.....	50
Favorite Blackboard Eraser . 105.....	15
† Felkin (H. M. and E., Translators.) <i>Herbart's Letters and Lectures on Education</i> . 40 C 16:300.....	1 75
Fette (W. E.) <i>Dialogues from Dickens</i> . 66 C 16:335.....	1 00
Fireside Authors , Game of, 52 cards with Portraits. 72.....	35
Fitch (Joshua G.) <i>The Art of Questioning</i> . 50, 43, 51 P 16:36.....	15
— <i>The Art of Securing Attention</i> . 43, 51 P 16:43.....	15
— † <i>Lectures on Teaching, Reading Club Edition</i> . 46 C 12:462.....	1 25
(T) Fletcher (A. E.) <i>Sonnenschein's Cyclopaedia of Education</i> . 20, 21 C 8:562.....	3 75
Foreign Languages . See p. 72	
Fowle (Wm. B.) <i>The Teachers Institute</i> . 59 C 12:238.....	1 00
Fraction Play . A Game for Young Arithmeticians. 64 52 cards 2½x3½	25
Franck (F.) <i>The German Letter-Writer</i> , with the Forms of Polite Cor- respondence, and English Explanatory Notes. 72 P 16:112.....	40
* Franklin (Benj.) <i>Autobiography</i> . 44 C 16:241.....	1 00
Froebel (Friedrich) . † <i>Autobiography of</i> . 40, 36, 59 C 12:183.....	1 50
— † <i>Letters on the Kindergarten</i> . 40 C 12:331.....	1 50
— <i>Portrait</i> . 103 P 22x28.....	25
— <i>The Kindergarten System</i> , its origin and development as seen in the life of Friederich Froebel, A. B. Hanchmann. 40 C 12:269.....	2 00
GAINES (J. T.) <i>Principles of Teaching</i> . 54 P 8:63.....	20
Gager (C. Stuart.) <i>Current Errors in Science Teaching</i> . C 16:100.....	50
Geometry Test Papers , by Wm. Smith. 64 Packages of 100, 8½x10...	1 00
Geddes (Patrick) . <i>Industrial Exhibitions</i> . P 16:57.....	25
German Self-Taught . (See also FRANCK, HAHN, MEISSNER). 72 P 16:87	40
Gill (John) . <i>School Management</i> . 46, 55 C 16:276.....	1 00
Globes . 63. Send for special circular.	
Godard (George G.) <i>George Birkbeck, the Pioneer of Popular Educa- tion</i> . 36 C 16:258.....	1 50
— (Harlow). <i>An Outline Study of U. S. History</i> . 82, 96 L 16:146.....	50
Goethe (J. F. von) . <i>Egmont, with English Notes</i> . 72 C 16:140.....	40
Gore (J. Howard) . <i>Manual of Parliamentary Practice</i> . 68 C 16:112.....	50
Goulding (Matilda P.) <i>Flores: A Botanical Game</i> . 93, 49. 48 cards, 2½x3¼.....	50
† Gowdy (Jean L.) <i>Ideals and Programmes</i> . 57 C 16:102.....	75
Granger (Oscar) . <i>Metric Tables and Problems</i> . 60 M 16:23.....	25

Grant (James). <i>History of the Burgh Schools of Scotland</i> . 26, C 8:591....	\$3 00
Grasby (W. Catton). † <i>Teaching in Three Continents</i> . 26, 27 C 12:344....	1 50
Gray (Thos. J.) <i>Methods and Courses in Normal Schools</i> . 54 P 8:19....	15
Greene (Josephine A.) <i>Perspective</i> . 94 C 12:48, 20 full-page illustrations	50
Griffin (Ida L.) <i>Topical Geography</i> , with Methods. 79 L 12:142.....	50
Griffith (Geo.) <i>Outline Blackboard Maps</i> . 81. Per set.....	8 00
Groszmann (M. P. E.) † <i>A Working Manual of Child Study</i> . 49 C 16:75	50
— <i>The Common School and The New Education</i> . P 16:46.....	25
HAHN (F.) <i>The Child's German Book</i> . 72 P 16:87.....	40
Hailmann (W. N.) <i>Primary Kindergarten Helps</i> . 59, 40 B 8:58.....	75
— <i>Sketches from the History of Education</i> . 26, 54 P 8:39.....	20
— <i>The New Education</i> . Vol. VI and last. C 8:146.....	2 00
Hall (Marcella W.) <i>Orthoepy Made Easy</i> . 68 C 16:160.....	75
Hamerton (P. G.) <i>International Communication by Language</i> . 52 C 8:15	75
Hamilton Declamation Quarterly . 66 C 16:337.....	1 00
† Hanschmann (A. B.) <i>The Kindergarten System; its origin and development as seen in the life of Frederick Froebel</i> . 40 C 12:268.....	2 00
Harlow (W. B.) <i>Early English Literature</i> . 72 C 16:138.....	75
Harris (W. T.) † <i>Natural Science in the Public Schools</i> . 92, 49 L 16:60...	50
— † <i>Art Education The True Industrial Education</i> . 53 L 16:77.....	50
— <i>Horace Mann</i> . 36 L 16:50.....	50
— <i>The Theory of Education</i> . 51 P 16:54.....	15
— <i>The Educational Value of Manual Training</i> . 53, 54 P 8:14.....	15
— <i>University and School Extension</i> . 54 P 8:12.....	15
— <i>The General Government and Public Education</i> . 54 P 8:8.....	15
— <i>Report on Pedagogical and Psychological Observation</i> . 48, 54 P 8:6...	15
Hart. <i>In the School Room</i> . C 12:200.....	1 00
Heermans (Forbes). <i>Stories of the Far West</i> . C 16:260...	1 25
Hegner (H. F.) <i>The Young Scientist</i> . A Supplementary Reader.	
65, 49 C 16:189. 16 illustrations.....	50
* Helps to Self-Culture . 44 C 16:241.....	1 00
Hendrick (Mary F.) <i>Questions in Literature</i> . 72 B 16:100.....	35
— (W.) <i>"The Table is Set."</i> A Comedy for Schools. 66 16:30...	15
— † <i>Brief History of the Empire State</i> . 82, 96, 101 C 12:218.....	75
— <i>Review Questions for New York History</i> . 99 P 16:16.....	05
— <i>Syllabuses of U. S. History, for Regents Examinations</i> . 84, 99 per doz.	50
Hennig (Carl V.) <i>Anatomical Manikin</i> . 78 M 8:18.....	1 00
† Herbart (J. F.) <i>Letters and Lectures on Education</i> . 41 C 16:300.....	1 75
Higher Education and a Common Language . 52 C 8:120.....	75
Hinsdale (B. A.) <i>Pedagogical Chairs in Colleges</i> 54 P 8:11.....	15
— <i>Schools and Studies</i> . 46 C 12:362.....	1 50
Hooper (J. W.) <i>Fifty Years in the Schoolroom</i> . 34 C 16:80.....	1 00
Hoose (James H.) <i>Studies in Articulation</i> . 45, 68 C 16:70.....	50
— † <i>On the Province of Methods of Teaching</i> 59 C 16:376.....	1 00
— <i>Pestalozzian First-Year Arithmetic</i> . 61, 60, 37 B 16:217.....	50
— <i>Pupils Edition</i> . B 16:156.....	35
— <i>Second Year Arithmetic</i> . 61, 60, 37 B 16:236.....	50
Hornstone Slating , the best crayon surface made. 104, per gallon..	8 00
— <i>Slated Paper</i> , per square yard (if by mail, 60 cts.) 104.....	50
Hoss (Geo. H.) <i>Memory Gems</i> . 66 P 16:40.....	15
Hotchkiss (Viala P.) <i>Lessons in Object Drawing</i> . 84, 94 L 4:82.....	50
Houghton (W. R.) <i>Political Conspectus of U. S. History</i> . 87 C 18x91..	2 00
— * <i>The Teacher's Critic</i> , containing both the above. 27 C 16:235...	1 00
Hughes (James L.) † <i>Mistakes in Teaching</i> . 44, 55 C 16:135.....	50
— † <i>How to Secure and Retain Attention</i> . 44 C 16:98.....	50
Housel (Frank B.) <i>Method of Introducing Test Examinations</i>	50
Huntington (Rt. Rev. F. D.) <i>Unconscious Tuition</i> . 43, 51, 58 P 16:45, 15	
cts.; C.....	30
Hutton (H. H.) <i>A Manual of Mensuration</i> . 64, 60 B 16:168.....	50
INDUSTRIAL Education . See p. 53.	
Interlinear German Reading-Book , Hamiltonian Method. 72 C 12:88	75
Iring (Washington). <i>Rip Van Winkle, with Darley's Illustrations</i> . P 16:35.	15
Italian and English Commercial Correspondence . 72 P 12:90....	50
— <i>Conversation book</i> . 72 C 16:166.....	75
— <i>Selva-Truht</i> . (See also MARCHETTI). 72 P 16:80.....	40
JACKSON (E. P.) <i>Class Record Cards</i> . 95 90 white and 10 colored	
cards.....	50
Jacotot (Joseph). <i>Sketch of</i> , by R. H. Quick. P 16:28.....	15
Jennings (A. C.) <i>Chronological Tables of Ancient History</i> . 82 C 8:120..	1 00
Jewell (F. S.) <i>Grammatical Diagrams</i> . 71 C 12:207.....	75
Johnson (W. D.) <i>School Law for Training Classes</i> . C 16:60.....	50
Johnson's <i>Chart of Astronomy</i> . 81 On enamelled cloth, 40x46 inches..	3 50
Johnston's <i>Wall Maps</i> . See page 81.	
Jones (Richard). <i>The Growth of the Idyls of the King</i> . C 12:161....	1 50
Juliand (Anna M.) <i>Brief Views of U. S. History</i> . 82 L 16:69.....	35
KAROLY (Akin). † <i>The Dilemmas of Labor and Education</i> . C 12:77...	1 00
Kay (David). † <i>Education and Educators</i> . C 12:490.....	2 00
Keller (C.) <i>Monthly Report Cards</i> . 95 234x4 inches. Per hundred....	1 00
Kennedy (John). <i>The Philosophy of School Discipline</i> . 51, 58 P 16:23....	15
— <i>Must Greek Go?</i> 52 L 16:66.....	50
Kiddle (Henry) 3,000 <i>Grammar Questions</i> , with Answers 71, 96 C 16:220..	1 00
† <i>Kindergarten Essays</i> . 40, 59 C 12:175.....	1 00
Knott (E. E.) <i>The Ready Reference Law Manual</i> . 20, 86, 88 C 8:381....	2 00
Kotelmann (Ludwig.) <i>School Hygiene</i> . Translated by J. A. Bergström.	
74 C 16:401. 39 illustrations.....	1 50
*† (T) LONDON (Jos.) <i>School Management</i> . 55 C 16:376.....	1 25
— † <i>The Science and Art of Questioning</i> . 50 C 16:120.....	50
Lane (Fred H.) <i>Elementary Greek Education</i> . 26 L 16:85.....	50
*† Laurie (S. S.) <i>John Amos Comenius</i> 38, 39 C 16:272.....	1 00
Lawrence (E. C.) <i>Recreations in Ancient Fields</i> . C 12:177.....	1 00

ALPHABETICAL LIST

7


Lawrence (Isabel) <i>Classified Reading</i> . 20 C 12:435.....	\$1 50
Lees (James T.) <i>The Claims of Greek</i> . 52 P 8:16.....	25
Lessing (G. E.) <i>German Fables in Prose and Verse</i> . 72 B 12:68.....	40
Lester (F. V.) <i>Problems in Arithmetic</i> . 62, 94 C 16:101.....	50
Locke (John). <i>Sketch of</i> , by R. H. Quick. P 16:27.....	15
Lowrie (R. W.) <i>How to obtain Greatest Benefit from a Book</i> . 72 P 8:12..	25
Lund (H.) <i>Method of Learning Danish and Norwegian</i> . 72 C 12:145.....	1 25
Key.....	25
Lyttleton (E.) <i>The Problem of Home Training</i> . 58 C 12:200.....	1 50
MACALPINE (Neil). <i>English-Gaelic and Gaelic-English Dictionary</i> . (See also STEWART). 72 C 12:669.....	3 00
McCosh (James). † <i>Higher Education and a Common Language</i> . 52 C 8:120.....	75
* Mace (W. H.) <i>A Working Manual of American History</i> . 82 C 16:297...	1 00
McKay (John S.) <i>100 Experiments in Natural Science</i> . P 16:50.....	15
McMillan (Margaret) <i>Early Childhood</i> . C 16:224.....	1 50
Mackinder (H. J.) and Sadler (M. E.) <i>University Extension, Past, Pres- ent and Future</i> . B 16:152.....	50
* Mann (Horace). <i>Thoughts for a Young Man</i> . 44, 58 C 16:241.....	1 00
— <i>Sketch of</i> , by W. T. Harris. 36 L 16:50.....	50
Maps, Relief Maps . Switzerland. 81 11x17½, \$3.50; 23x34, \$10.00. Palestine 22x35.....	10 00
— <i>Griffith's Outline Blackboard Maps</i> . 81 Per set.....	8 00
— <i>Dissected Maps</i> . United States sawn into States.....	75
— <i>The Same</i> , New York State sawn into Counties.....	75
— <i>Onondaga County</i> . 81 Cloth, 4x4½ feet.....	10 00
— <i>New York State</i> . 81 Cloth, 61x76 inches.....	5 00
— <i>Outline Maps (6x9) of New York</i> . 79 Per pad of 50.....	15
— <i>Political Maps</i> . See page 81.	
Marble (A. P.) <i>Powers of School Officers</i> . 54, 86 P 16:27.....	15
Marchetti (G.) <i>Italian Reader, with English Notes</i> . 72 12:128.....	75
Marenholtz-Buelow (Baroness) <i>School Work-shop</i> . 53, 51 P 16:27.....	15
— † <i>Child and Child Nature</i> . Froebel's Ed'l Theories. 40, 48, 59 C 12:207.	1 50
† Mark (H. T.) <i>An Outline of the History of Educational Theories in England</i> . 24, 26 C 12:151.....	1 25
Martin (Elma G.) <i>Stories of New York</i> . 83 C 16:119.....	50
Maudsley (H.) <i>Sex in Mind and Education</i> . 29, 48, 51 P 16:42.....	15
Maxwell (W. H.) <i>Examinations as Tests for Promotion</i> . 54 P 8:11.....	15
— <i>The Text-Books of Comenius, cuts from Orbis Pictus</i> . 38 8:24.....	25
Meese (John D.) <i>Facts in Literature</i> . 72 P 16:38.....	15
Meiklejohn (J. M. D.) <i>The New Education</i> . 40, 51, 59 L 16:47.....	50
— <i>An Old Educational Reformer</i> (Dr. Andrew Bell.) 39, 36 C 16:182..	1 00
Meissner (M.) <i>Method of Learning German</i> . 72 C 12:238.....	1 25
Michael (O. S.) <i>Algebra for Beginners</i> . 64 C 16:120.....	75
* Michigan , <i>Government Class Book of</i> , Nichols, C 16:308.....	1 00
Mill (John Stuart) <i>Inaugural Address at St. Andrews</i> . 54 P 8:31.....	25
Miller (Warner). <i>Education as a Dep't of Government</i> . 54 P 8:12.....	15
Mills (C. De B.) <i>The Tree of Mythology</i> . C 8:251.....	3 00
Milne (James M.) <i>Teachers' Institutes, Past and Present</i> . 52 P 8:22.....	25
Milton (John). <i>A Small Treatise of Education</i> . 51 P 16:26.....	15
— <i>Sketch of</i> , by R. H. Quick. P 16:55.....	15
Minutes of the International Congress of Education , 1884. 52 C 12:4 vols.	5 00
Missouri , <i>Civil Government of</i> , Northam. 86 C 16:151.....	75
Monroe (Will S.) † <i>Labors of Henry Barnard</i> . 36, L 16:35.....	50
Morey (Amelia). <i>Outline of Work in Elementary Language</i> . 69 C 16:139.	50
Mottoes for the School Room . 7x14. Per set.....	1 00
NEW YORK Question Book , with all the Questions of the Uniform, State, Cornell, Scholarship, and Normal Entrance Examinations, to March 31, 1890, with Answers. 99 8:461. P \$1.00; C... ..	2 00
— <i>The same</i> , Supplement No. 1, to June, 1891. 99 M 8:63.....	25
— <i>The same</i> , Supplement No. 2, to June, 1892. 99 M 8:139.....	25
— <i>The same</i> , Supplements Nos. 1 and 2, in one volume. 99 C 8:202.....	1 00
* <i>The same</i> , Uniform only, Supplements No. 3, 1892-3; No. 4, 1893-4; No. 5, 1894-5; No. 6, 1895-6; No. 7, 1896-7; No. 8, 1897-8; No. 9, 1898-9; No. 10, 1899-1900; 97, 99, 101, each C.....	1 00
* <i>The same</i> , Questions in Drawing, 1892-96. 94 C 16:221. 1896-98. 16:192, 300 illustrations, each.....	1 00
— <i>The same</i> , Questions and Answers in Algebra, M 16:22.....	25
— <i>The same</i> , in American History. M 16:125.....	25
— <i>The same</i> , in Arithmetic. 62 M 16:74.....	25
— <i>The same</i> , in Book-keeping, M 16:57.....	25
— <i>The same</i> , in Civil Gov't. M. 74 16:106.....	25
— <i>The same</i> , in Geography. 79 M 16:108.....	25
— <i>The same</i> , in Grammar. M 16:116.....	25
— <i>The same</i> , in Methods and School Economy. M 16:109.....	25
— <i>The same</i> , in Physics. M 16:26.....	25
— <i>The same</i> , in Physiology. M 16:101.....	25
— <i>The same</i> in School Law, M 16:53.....	25
* <i>State Examination Questions</i> , 1875 to 1894. 96 C 16:402.....	1 00
* <i>The same</i> , 1895 to 1899. 96 C 16:164.....	1 00
— <i>The Questions in Book-keeping, with Answers</i> . 53 P 16:31.....	10
— <i>Geography of the Empire State</i> . 101, 79, 96, C 8:120.....	75
— <i>History of the Empire State</i> , Hendrick. 82, 96, 101 C 12:203.....	75
— <i>History of New York State</i> , Prentice. 83 C 16:550.....	1 50
— <i>Stories of New York</i> , Martin. 83 C 16:119.....	50
— <i>Civil Government of the State of</i> , Northam. 87, 86, 96, 101 C 16:231...	75
— <i>Code of Public Instruction</i> . Latest edition. 86, 96 L 8:1075.....	2 50
— <i>Natural History, and Cabinet Reports</i> . Write for information. We have always in stock all volumes issued, and can fill orders promptly. The first 22 volumes of the <i>Natural History of the State of New York</i> should be in every school library.	


* Nichols (Chas. W.) <i>Government Class-Book of the State of Michigan.</i> C 16:308.....	\$1 00
Northam (Henry C.) † <i>Civil Government of N. Y.</i> 87, 86, 96, 101 C 16:231.....	75
— <i>The same for Missouri.</i> 86 C 16:151.....	75
— <i>Fixing the Facts of American History.</i> 82 C 16:300.....	75
— <i>Conversational Lessons Leading to Geography.</i> P 16:39.....	25
Northend (Chas.) <i>Memory Selections.</i> Three Series. 66. Each.....	25
— *† <i>The Teacher and Parent.</i> C 16:350.....	1 00
Northrop (B. G.) <i>High Schools.</i> 52, 54 P 8:26.....	25
Northrup (A. J.) <i>Camps and Tramps in the Adirondacks.</i> 21 C 16:302.....	1 25
Norwegian Self-Taught (See also LUND). 72 P 12:87.....	40
Number Lessons. On card-board, 7x11, after the Grubé Method.....	10
Numeral Frames. 64 100 balls \$1.25; 144 balls.....	1 50
OSWALD (John). <i>Dictionary of English Etymology.</i> 69 C 16:806.....	2 00
*† PAGE (David P.) <i>The Theory and Practice of Teaching.</i> 57, 55, 59 C 16:448.....	1 00
— (Mary H.) <i>Graded Schools of the United States of America.</i> 26 C 12:71.....	75
Palmer (C. S.) <i>Physiology Cards, for Teachers.</i> 78 70 cards, 2½x3½.....	50
— (Ray). <i>Universal Education.</i> 52 C 8:120.....	75
Pardon (Emma L.) <i>Oral Instruction in Geography.</i> 79 P 16:29.....	15
Parsons (James Russell, jr.) † <i>Prussian Schools.</i> 28, 27 C 8:91.....	1 00
— † <i>French Schools through American Eyes.</i> 28, 27 C 8:130.....	1 00
* Patrick (J. N.) <i>Elements of Pedagogics.</i> C 16:422.....	1 00
— <i>Pedagogical Pebbles.</i> C 16:96.....	50
Pattee (F. L.) <i>Literature in Public Schools.</i> 54 P 8:48.....	20
† Payne (Joseph). <i>Lectures on the Art of Education.</i> 46 C 16:281.....	1 00
— (W. H.) <i>A Short History of Education.</i> 26 C 16:93, 49 illustrations.....	50
Pedagogical Primers. <i>School Management, Letter Writing.</i> 55 M pp. 45, 37. Each.....	25
Penniman (Ja. H.) <i>Practical Suggestions in School Government.</i> 51 P. 16:21.....	15
Perez (B.) <i>The First Three Years of Childhood.</i> 49, 59 C 16:295.....	1 50
— <i>Tiedemann's Record of Infant Life.</i> 49, 48 M 16:46.....	15
Periodicals. <i>The School Bulletin.</i> 16, 101 Monthly, 20-24 pp., 10x14. Per year.....	1 00
— Bound Vols. I-XXVI. C 4:200 to 240 pp., each.....	2 00
— <i>The Hamilton Declamation Quarterly.</i> Bound volume I. 66 C 16:337.....	1 00
— <i>The School Room.</i> Bound volumes I-V. Each.....	1 50
— <i>The New Education, Vol. VI and last.</i> 27 C 8:146.....	2 00
Perrot (Geo.) <i>Art History in the High School.</i> C 16:49.....	50
Pestalozzi (J. H.) *† <i>His Aim and Work, De Guimps.</i> 37, 36 C 16:296.....	1 50
— <i>Portrait.</i> 103, 37 P 22x28.....	25
— <i>Sketch of, by R. H. Quick.</i> P 16:40.....	15
— *† (T) <i>How Gertrude Teaches her Children.</i> 37, 36 C 16:400.....	1 50
— *† <i>Letters on Early Education.</i> 37, 36 C 16:180.....	1 00
— <i>Pestalozzian Arithmetics.</i> 61 1st Year, B 16:217, 2d Year, 16:236. Each	50
Pick (Dr. E.) <i>Dr. Pick's French Method.</i> 72 L 16:118.....	1 00
— <i>Memory, and the Rational Means of Improving it.</i> 48 C 16:193.....	1 00
Pitcher (James). <i>Outlines of Surveying and Navigation.</i> C 16:121.....	50
Plumb (Chas. G.) <i>Map Drawing of New York.</i> M 8:16.....	25
Pooler (Chas. T.) <i>Chart of Civil Government.</i> 86, 96 P 12x18, per hun....	5 00
— <i>Hints on Teaching Orthoepy.</i> 68 P 16:15.....	10
Port-Royal Education. Extracts from the principal Writers with History and Introduction, by Felix Cadet. 25, 26, 58 C 16:406.....	1 50
Portraits of Byrant, Comenius, Emerson, Hawthorne, Holmes, Lin- coln, Longfellow, Lowell, E. A. Sheldon, Washington and Whit- tier, 22x28, for framing, each.....	1 00
— of Froebel and Pestalozzi. 103 22x28, each.....	25
— made to order See page 102.	
Preece (Mrs. Louise). <i>Physical Culture. Illustrated.</i> 78 C 4:292.....	2 00
— (Mabel). <i>Two Hearts and a Kitten.</i> P 16:11.....	10
Prentice (Mrs. J. B.) <i>Review Problems in Arithmetic.</i> 62, 98 P 16:93.....	20
— <i>Key to the above.</i> 98 P 16:20.....	25
— <i>Review Questions in Geography.</i> 79, 98 P 16:48.....	15
— (W. H.) <i>History of New York State.</i> 83 C 16:550.....	1 50
Primers of School Management and of Letter-Writing. 55 M pp. 45, 37. Each.....	25
* (T) QUICK (R. H.) <i>Essays on Educational Reformers.</i> 35 C 12:331.....	1 00
RANDALL-DIEHL (Mrs. Anna). <i>A Practical Delsarte Primer.</i> 78 C 16:66	50
Rask (E.) <i>Easy Method of Learning Icelandic.</i> 72 12:126.....	1 25
Redway (J. W.) <i>School Geography of Pennsylvania.</i> 79 L 16:98.....	35
Regents Examination Paper. 99. Per 1,000 half-sheets.....	2 00
— <i>Examination Record.</i> 99. For 432 scholars, \$3.00; 864 scholars.	6 00
— <i>Examination Syllabus, in U. S. History.</i> 84, 99. P per dozen....	50
— <i>First Year Latin. Caesar's Conspiracy.</i> 98 P 16:20.....	10
— <i>Questions to June, 1882. Eleven editions.</i>	
1. <i>Complete with Key</i> 98 C 16:476.....	2 00
2. <i>Complete.</i> Same as above, but without the answers. Pp. 333...	1 00
3. <i>Arithmetic.</i> The 1,293 questions in Arithmetic. 98 M 16:93.....	25
4. <i>Key to Arithmetic.</i> Answers to the above. 62, 98 M 16:20.....	25
5. <i>Geography.</i> The 1,987 questions in Geography. 79, 96, 98 M 16:70.....	25
6. <i>Key to Geography.</i> Answers to the above. 98 M 16:36.....	25
7. <i>Grammar.</i> The 2,976 questions in Grammar. 98 M 16:109.....	25
8. <i>Grammar and Key.</i> 71, 96, 98 C 16:198.....	1 00
9. <i>Key to Grammar.</i> 98 M 16:88.....	25
10. <i>Spelling</i> The 4,800 words given in Spelling. 98 M 16:61.....	25
— <i>Entire Questions, all subjects (no answers), for years 1892-93, 93-94, 94-95, 95-96, 96-97, 97-98, 98-99, 99-1900.</i> 98 C 85:500. 57 Each.....	1 00

Regents Selections in American, German, French, and Spanish Literature. 72, 98 C 16:93. 25 cents. With music, 35 cts. Each language separate, P.....		\$ 10
— Syllabus for Examination in U. S. History. 84, 99, per dozen.....		50
*† Rein (W.) <i>Outlines of Pedagogics.</i> 41 C 16:232.....		1 25
Reinhard (A.) <i>Neglect of Bodily Development of American Youth.</i> 78 P 16:36.....		25
Richardson (B. W.) <i>Learning and Health.</i> 51 P 16:39.....		15
*† Riddle (W.) <i>Nicholas Comenius, or ye Pennsylvania Schoolmaster of ye Olden Time.</i> 32 C 16:492, 42 illustrations.....		1 50
Roat (Elsie J.) <i>Helps in English Grammar.</i> 16:76. 71, 101 M 25 cts. C.		50
Robinson (A. H.) <i>Numeral School Register.</i> 95 M 2:16.....		25
Rooper (T. G.) † <i>Apperception, or "A Pot of Green Feathers".</i> 48 L 16:59.....		50
— † <i>Object Teaching, or Words and Things.</i> 37, 49, 92 L 16:56.....		50
Rosevear (Elizabeth). † <i>A Manual of Needlework, Knitting, and Cutting Out.</i> 53 C 16:136. . .		60
Rousseau (J. J.) <i>Sketch of, by R. H. Quick.</i> P 16:30.....		15
Russian Conversation Book 72 C 24:130.....		75
Ryan (G. W.) <i>School Record.</i> 95 P 58 blanks on each of 14 sheets.....		50
SABIN (Henry). "Organization" vs. "Individuality." 53, 54 P 8:9... 25		
Sanford (H. R.) <i>The Word Method in Number.</i> 63, 64, 45 cards 6x3... 50		
— <i>The Limited Speller.</i> 69, 96 L 16:104.....		25
Sayce (A. H.) <i>An Assyrian Grammar.</i> 72 C 12:204.....		3 00
Schepmoes (A. E.) <i>Rise of the New York School System.</i> L 16:32.....		35
Schiller (J. C. F. von). <i>Marie Stuart.</i> 72 B 16:163.....		40
— <i>Die Jungfrau von Orleans.</i> 72 B 16:157.....		40
— <i>Wilhelm Tell.</i> 72 B 16:165.....		40
— <i>Der Neffe als Onkel.</i> 72 B 16:72.....		40
School Bulletin and N. Y. State Educational Journal, Monthly, 16, 101 P 4:24 per year.....		1 00
— <i>Bound Volumes, I-XXVI, Hf. L.</i> \$2.00 each: per set.....		60 00
School Room Chorus. 90, 92 B small 4:167.....		35
School Room Classics. 51 P 16:40, each.....		15
I. Huntington's <i>Unconscious Tuition.</i>		IX. Maudsley's <i>Sex in Mind and in Education.</i>
II. Fitch's <i>Art of Questioning.</i>		X. <i>Education as Viewed by Thinkers.</i>
III. Kennedy's <i>Philosophy of School Discipline</i>		XI. Penniman's <i>Practical Suggestions in School Government.</i>
IV. Fitch's <i>Art of Securing Attention.</i>		XII. Dickinson's <i>Oral Teaching.</i>
V. Richardson's <i>Learning and Health.</i>		XIII. Tiedemann's <i>Record of Infant Life.</i>
VI. Meiklejohn's <i>New Education.</i>		XIV. Butler's <i>Place of Comenius in Education.</i>
VII. Milton's <i>Tractate of Education.</i>		XV. Harris's <i>Theory of Education.</i>
VIII. Von Buelow's <i>School Workshop.</i>		
Schreber (D. G. R.) <i>Home Exercise for Health and Cure.</i> 78 C 16:91... 50		
Selfe (Rose E.) <i>Dr. Arnold of Rugby.</i> C 12:128.....		75
Shaw's Scholar's Register. 95 P 12:16. Per doz.....		50
Shea (George). <i>The Nature and Form of the American Government founded in the Christian Religion.</i> C 16:82.....		75
Sheely (Aaron) <i>Anecdotes and Humors of School Life.</i> 34 C 12:350.....		1 50
Sheldon (Edward A.) <i>Portrait.</i> 103 P 22x28.....		1 00
* Sherrill (J. E.) <i>The Normal Question Book.</i> C 12:405.....		1 00
† Shirreff (Emily). <i>The Kindergarten System.</i> 40, 59 C 12:200.....		1 50
Skinner (Chas. R.) <i>The Arbor Day Manual.</i> 66, 21 C 8:475.....		2 50
— <i>Songs from the Arbor Day Manual, M</i> 8:60.....		25
— <i>The New York Question Book.</i> See NEW YORK.		
Smith (C. F.) <i>Honorary Degrees in American Colleges.</i> 54 P 8:9.....		15
— (Edward). <i>History of the Schools of Syracuse.</i> 26 C 8:347.....		3 00
— (Geo. M.). <i>Vocabulary to Cæsar's Gallic War.</i> 98 C 16:67.....		50
— (Wm.). <i>Geometry Test Papers</i> 64 P Package of 100, 8½x10.....		1 00
Soldan (F. Louis). <i>Grube's Method of Teaching Arithmetic Explained</i> L 12:66.....		30
Song Budget, The. 266th Thousand. 90 P s 4:76.....		15
— Century, The. 127th Thousand. 90, 91 P s 4:87.....		15
— Patriot, The. 159th Thousand. 90, 91 P s 4:80.....		15
— Budget Music Series, including all the above. 90 C s 4:243.....		50
— Gymnast, The. 78, 90 C 16:160.....		50
Songs from Arbor Day Manual. 90 M 8:60.....		25
— of the Lyceum League. 90 L 4:48.....		20
(T) Sonnenschein's Cyclopaedia of Education. 21 C 8:562.....		3 75
Sornberger (S. J.) <i>Normal Language Lessons.</i> 71 B 16:75.....		50
Southwick (A. P.) <i>Twenty Dime Question Books,</i> with full answers, notes, queries, etc. 98, 100 P 16:40. Each.....		10
Elementary Series		Advanced Series
3. Physiology. 73		1. Physics. 73
4. Theory and Practice.		2. General Literature. 72
6. U. S. History and Civil Gov't. 82		5. General History. 82
10. Algebra.		7. Astronomy.
13. American Literature. 72		8. Mythology.
14. Grammar. 71		9. Rhetoric.
15. Orthography and Etymology. 68		11. Botany.
18. Arithmetic. 62		12. Zoölogy.
19. Physical and Political Geog. 61		16. Chemistry.
20. Reading and Punctuation.		17. Geology.
*The 10 in one book, C \$1.00		*The 10 in one book, C \$1.00
— <i>Extra numbers,</i> edited by C. W. Bardeen, 21. Temperance Physiology; 22. Book-Keeping; 23. Letter-Writing, 69, 100. Each.....		10

Southwick (A. P.) <i>Quizzism. Quirks and Quibbles from Queer Quarters.</i> P 16:25.....	\$ 25
— <i>A Quiz Book of Theory and Practice.</i> C 12:220.....	1 00
Spanish and English Correspondence. 72 P 12:109.....	50
— <i>Conversation Book.</i> 72 C 16:160.....	75
— <i>Self-Taught.</i> 72 P 16:84.....	40
*† (T) Spencer (Herbert). <i>Education.</i> 47, 46, 58 C 16:331.....	1 00
Spinoza (Benedict de). <i>On the Training of the Intellect.</i> 48 12:162 ...	1 00
*Standard Teachers' Library. 19 Includes all those starred.	
* Stanley (A. P.) <i>Life of Thomas Arnold.</i> 25 C 16:252.....	1 00
Stanton (Th.) <i>The Woman Question in Europe.</i> 29 C 8:496.....	3 50
† State Education for the People. 26 C 8:176.....	1 25
Steven, (Wm.) <i>History of the Edinburgh High School.</i> 26, 27, 52 C 16:590.	2 00
Stewart (Alex.) <i>Elements of Gaelic Grammar (See MACALPINE).</i> 72 C 16:200.....	1 00
Stilwell (Lamont). <i>Practical Question Book.</i> C 12:400.....	1 50
Stone (Isaac). <i>The Teacher's Examiner.</i> C 12:214.....	75
Straight (H. H.) <i>Aspects of Industrial Education.</i> 53, 54 P 8:12.....	15
Swedish Conversation Book. 72 C 16:142.....	75
Swett (John). <i>Manual of Elocution.</i> C 12:300	1 50
Syllabus of the Regents' Examinations in U. S. History, for each examination. 81, 99 P 16:16.....	05
TARRING (C. J.) <i>Practical Elementary Turkish Grammar.</i> 72 C 12:214.	
*† Tate (Thos.) <i>The Philosophy of Education.</i> 46 C 16:400.....	1 50
Taylor (H. L.) <i>Union School Record Cards.</i> 5x8 inches. Per hundred..	2 00
*Teacher's Critic, containing in one volume Hughes's <i>Mistakes in Teaching,</i> and <i>How to Secure Attention.</i> 44 C 16:235.....	
*Teacher's Guide to Correct Speech, containing in one volume Hoose's <i>Studies in Articulation</i> and Bardeen's <i>Verbal Pitfalls.</i> 45 C 16:293.....	
*†Teacher's Mentor, containing in one volume Huntington's <i>Unconscious Tuition,</i> Buckham's <i>Handbook for Young Teachers,</i> and Fitch's <i>Art of Questioning and Art of Securing Attention.</i> 43 C 16:274	
*Teaching as a Business. See Bardeen. 42 C 16:186.....	
Thimm (F.) <i>Manual of Conversation, in Four Languages.</i> 72 P 16:226.	60
— † <i>The Literature of Germany.</i> 72 C 12:264.....	1 00
Thomas (Flavel S.) <i>University Degrees.</i> 54 P 16:40.....	15
— † <i>A Dictionary of University Degrees.</i> C 16:109.....	1 00
Thousand Questions in U. S. History. 82 C 16:200.....	1 00
Thoughts from Earnest Women. P 16:36.....	15
Thring (Edward). <i>Addresses, with Portrait.</i> C 16:203.....	1 00
Thurber (Sam'l). <i>English Routine in Schools.</i> P 16:23.....	15
Tiedemann (D.) <i>Record of Infant Life.</i> 51 P 16:46.....	15
Tillinghast (Wm.) <i>The Diadem of School Songs.</i> 90 B s 4:160.....	50
Turkish Self-Taught (See also TARRING). C 72 12:144.....	1 25
Twining (Thos.) <i>Technical Training.</i> C 8:457.....	3 00
UNDERWOOD (L. M.) <i>Systematic Plant Record.</i> M 4:52.....	
Uniform Examination Paper, for Commissioners. 500 sheets.....	2 00
— Examination Questions. See NEW YORK.	
VAN WIE (C. B.) <i>Outlines in U. S. History.</i> 16:40 and map P 15 cts., C	30
— <i>Development Helps.</i> L 16:100.....	50
— <i>Methods in Common Branches.</i> 59 C 16:197.....	75
† Vincent (John H.) <i>A Study in Pedagogy.</i> C 12:73.....	75
Vlachos (A.) <i>Method of Learning Modern Greek.</i> 72 C 12:144, \$1.25; Key.	25
WEAVER (E. W.) <i>Pictures in Language Work.</i> 69 C 8:110.....	50
Welch (Emma). <i>Intermediate Arithmetic Problems.</i> 62 C 16:172.....	50
— <i>Key to above.</i> C 16:30.....	50
Wells (C. R.) <i>Natural Movement Series of Writing Books.</i> 94 Nos. 1, 2, per dozen 84 cts. Nos. 3-6, per dozen.....	96
— <i>Manual of the Movement Method in Writing.</i> 94 P 4:44. <i>Illustrated.</i>	25
— <i>A Lesson on Arm Movement in Writing.</i> P 8:32.....	25
— (W. H.) <i>The Graded School.</i> 92, 49 C 12:200.....	1 00
Wheatley (Wm. A.) <i>German Declensions Made Easy.</i> 72 P 16:28.....	15
Wickersham (J. P.) <i>School Discipline as a Factor in the School-room.</i> 58 L 16:50.....	50
Wilkin (Eva). <i>Map Drawing Book of the Continents.</i> 79 B 4:48.....	75
— <i>Map Drawing Book of the United States.</i> 79 B 4:37.....	75
— <i>Descriptive Geography taught by means of Map Drawing.</i> Teacher's Edition. 79 B 4:129, with 49 Maps.....	1 50
* Williams (Geo. A.) <i>Topics and References in American History.</i> 84, 82, 96 C 16:181.....	1 00
— (Henry G.) <i>Outlines of Psychology.</i> 48 C 16:151.....	75
— (John.) <i>Topical Lexicon.</i> A Dictionary of Synonyms. 69 C 12:384.	1 25
— (S. G.) † <i>History of Modern Education.</i> 22, 101 C 16:481.....	1 50
Wilson (J. D.) <i>English Grammar Made Practical.</i> C 16:112.....	75
— <i>How to study Nature in Elementary Schools.</i> 49 C 16:70.....	50
— <i>Elementary English.</i> 69, 98 L 16:67.....	35
Wood (H. A.) <i>Short Cuts in Arithmetic.</i> 60 C 16:149.....	75
Woman's Education. See page 29.	
YAWGER (Rose N.) <i>How to Celebrate Arbor Day.</i> P 16:14.....	15
— <i>The Indian and the Pioneer.</i> 21 C 8:335.. \$3.00; or in Two Volumes,	3 50
Yearly Class Register. 99 L 42 leaves, 8x10.....	1 50
Young (W. T.) <i>The Art of Putting Questions.</i> 50 16:65. P. 15 cts., C.	30
Young Folks Favorite Authors, 52 Cards with Portraits. 72.....	35
ZIMMERN (A.) † <i>Methods of Education in the United States.</i> 26 C 12:178.	1 00
Zinc-Engraved Portraits. 102. Per 100.....	1 00

THE TEACHER'S TOOL-CHEST

 No mechanic could get employment as a skilled workman unless he possessed a well-stocked **Tool-Chest**. Let this catalogue be kept at hand for reference when you find that you need tools in your trade.

 Those starred (*) are published in The Standard Teachers Library, and may also be had in manilla at 50 cts. each. Those marked with two stars (**) are in cloth, but may also be had in paper at 15 cts. Those marked with a dagger (†) have been chosen by the State Superintendent for the New York State School Library. Those preceded by (T) are specified for use in New York training classes.

Periodical

The School Bulletin and New York State Educational Journal, \$1.00 a year. Complete sets, 25 volumes, \$60.00.

Books of Reference

(T) Sonnenschein's Cyclopaedia of Education, \$3.75.
Knott's Ready Reference Law Manual, \$2.00.
Bardeen's Verbal Pitfalls, 75 cts.
Lawrence's Classified Reading, \$2.00.

The History of Education

† Williams's History of Modern Education, \$1.50.
*† Quick's Educational Reformers, \$1.00.
† Mark's History of Educational Theories in England, \$1.25.
Bremner's Education of Women in Great Britain, \$1.50
Bennett's History of Pedagogics, 50 cts.
Browning's Short History of Education, 50 cts.
Hailmann's Sketches from History of Education, 20 cts.
† Donaldson's History of Education, \$1.00.
Lane's Elementary Greek Education, 50 cts.
† Cadet's Port Royal Education, \$1.50
Milne's Teachers Institutes, Past and Present, 25 cts.
Grant's Burgh Schools of Scotland, \$3.00.
Stevens's High School of Edinburgh, \$2.00.
Barbera's Educational Publications in Italy, 25 cts.
Bardeen's Educational Journalism in New York, 40 cts.
— Educational Journalism—an Inventory, 25 cts.
Smith's Schools of Syracuse, N. Y., \$3.00.

Descriptions of School Systems

† Zimmern's Methods of Education in the United States, \$1.00.
Page's Graded Schools in the United States, \$1.00.
Bramwell's Training of Teachers in the United States, \$1.25.
Burstall's Education of Girls in the United States, \$1.25.
*† Bardeen's Roderick Hume, the New York Teacher, \$1.25.
— *† Commissioner Hume, a story of N. Y. Schools, \$1.25.
*† Riddle's Nicholas Comenius, ye Pa. Schoolmaster, \$1.50.
*† Grasby's Teaching in Three Continents, \$1.50.
State Education for the People, \$1.25.
Bennett's National Education in Europe, 15 cts.
Arnold's Reports on English Schools, \$2.00.
A Day of my Life at Eton, \$1.00.
† Parsons's Prussian Schools, \$1.00.
— † French Schools, \$1.00.

Biographies of Noted Educators

*† (T) Quick's Educational Reformers, \$1.00.
Hailmann's Luther, Bacon, Pestalozzi, Pére Girard, Diesterweg, and Fröbel, 20 cts.
*† Carlisle's Memoirs of Ascham and Arnold, \$1.00.
Meiklejohn's Life of Dr. Andrew Bell, \$1.00.
* George Birkbeck, Pioneer of Popular Education, \$1.50.
† Harris's Horace Mann, 50 cts.
Monroe's Henry Barnard, 50 cts.
Portrait of Edward A. Sheldon, for framing, \$1.00.

John Amos Comenius

Portrait of Comenius, for framing, \$1.00.

*† Laurie's Life and Works of Comenius, \$1.00.
The Orbis Pictus of John Amos Comenius, \$3.00.
Butler's Place of Comenius in Education, 15 cts.
Maxwell's Text-Books of Comenius, 25 cts.
Quick's John Amos Comenius, 15 cts.

Life and Works of Pestalozzi

Portrait of Pestalozzi, for framing, 25 cts.
*† DeGuimps's Pestalozzi: his Aim and Work, \$1.50.
† Pestalozzi's How Gertrude Teaches her Children, \$1.50.
— *† Letters on Early Education, \$1.00.
† Rooper's Object Lessons, or Words and Things, 50 cts.
Hoose's Pestalozzian Arithmetics, Parts I, II, \$1.00.

Froebel and the Kindergarten

Portrait of Froebel, for framing, 25 cts.
† Autobiography of Friedrich Froebel, \$1.50.
Letters of Friedrich Froebel, \$1.50.
Hanschmann's The Kindergarten System, \$2.00.
† Shirreff's Kindergarten System, \$1.00.
† Essays on the Kindergarten, \$1.00.
† Marenholz-Buelow's Child and Child-Nature, \$1.50.
† Perez's First Three Years of Childhood, \$1.50.
† Hailmann's Primary Helps, 75 cts.
— The New Education, Vol. VI, \$2.00.
Meiklejohn's The New Education, 15 cts.
Kriege's The Child and Child Nature, \$1.00.

School Law



* Bardeen's Manual of Common School Law, \$1.00.
Johnson's School Law for Training Classes, 50 cts.
Uniform Questions in School Law, 25 cts.
Code of Public Instruction, New York, \$2.50.
Marble's Powers and Duties of School Officers, 15 cts.
State Education for the People, \$1.25.
Harris's General Government and Education, 15 cts.
Canfield's Rural Poor and Higher Education, 15 cts.
Northrop's High Schools, 25 cts.
Emerson's Latin in High Schools, 25 cts.
Bardeen's Effect of College-Preparatory High School upon Attendance and Scholarship in Lower Grades, 15 cts.
— Continuous Contracts for Teachers, 50 cts.
— Taxpayer and the Township System, 25 cts.
— Problems of City School Management, 25 cts.
Denominational Schools, Discussion of 1889, 25 cts.
Cooper's Compulsory Laws and Enforcement, 15 cts.
Miller's Education as a Department of Government, 15 cts.
The Bible in the Public Schools, \$1.00.
† Karoly's Dilemmas of Labor and Education, \$1.00.

The Teacher and His Qualifications

Ballard's Arrows, or Teaching a Fine Art, 75 cts.
Bardeen's Teacher as he Should Be, 25 cts.
— Teacher's Commercial Value, 25 cts.
— Teaching as a Business for Men, 25 cts.
— *† Teaching as a Business, Four Addresses, \$1.00.
— Continuous Contracts for Teachers, 50 cts.
— *† Roderick Hume, the Story of a N. Y. Teacher, \$1.25.
— *† Commissioner Hume, a Story of N. Y. Schools, \$1.25.
*† Riddle's Nicholas Comenius, ye Pa. Schoolmaster, \$1.50.
Sheely's Anecdotes and Humors of School Life, \$1.50.
Ellis's Tales Told out of School, \$1.00.
Hooper's Fifty Years in the Schoolroom, \$1.00.
*† Northend's The Teacher and the Parent, \$1.00.
Blodgett's Relation of a Principal to the Community, 25 cts.
*† The Teacher's Mentor, \$1.00.
*† The Teacher's Critic, \$1.00.
*† The Teacher's Guide to Correct Speech, \$1.00.
* Helps to Self Culture, \$1.00.
*† Huntington's Unconscious Tuition, 30 cts.
Hinsdale's Pedagogical Chairs in Universities, 15 cts.

† Gowdy's Ideals and Programmes, 75 cts.
 Gray's Methods and Courses in Normal Schools, 15 cts.
 † Thomas's Dictionary of University Degrees, \$1.00.
 Smith's Honorary Degrees in Colleges, 15 cts.
 † Kay's Education and Educators, \$2.00.
 Sabin's "Organization" vs. Originality, 15 cts.

The Science of Education

*† (T) Herbert Spencer's Education, \$1.00.
 † Herbart's Lectures and Letters on Education, \$1.75.
 *† Rein's Outlines of Pedagogics, \$1.25.
 The standard text-book of the Herbartian system.
 † Rooper's "A Pot of Green Feathers", 50 cts.
 A popular presentation of Herbartian principles.
 Spinoza's Amendment of the Intellect, \$1.00.
 * Patrick's Elements of Pedagogics, \$1.00.
 Williams's Outlines of Psychology, 75 cts.
 (T) Payne's Science and Art of Education, \$1.00.
 *† Tate's Philosophy of Education, \$1.50.
 Hinsdale's Schools and Studies, \$1.50.
 Harris's Theory of Education, 15 cts.
 Milton's Small Tractate of Education, 15 cts.
 Harris's Pedagogical Investigation, 15 cts.
 Marenholz-Buelow's School Workshop, 15 cts.
 Gaines's Principles in Teaching, 20 cts.
 Maudsley's Sex in Mind and Education, 15 cts.
 **† Huntington's Unconscious Tuition, 30 cts.
 Education as Viewed by Thinkers, 15 cts.
 Beesau's Spirit of Education, \$1.25.
 Mill's Inaugural Address at St. Andrews, 25 cts.
 Craig's Philosophy of Training, \$2.00.
 Minutes of the International Congress, 1884, \$5.00.
 † Kay's Education and Educators, \$2.00.

Child Study

McMillan's Early Childhood, \$1.25.
 † Groszmann's Manual of Child Study, 50 cts.
 † Perez's First Three Years of Childhood, \$1.50.
 Tiedemann's Record of Infant Life, 15 cts.

School Management

*† (T) Landon's School Management, \$1.50.
 * Buckham's Handbook for Young Teachers, 75 cts.
 † Gowdy's Ideals and Programmes, 75 cts.
 *† Page's Theory and Practice of Teaching, \$1.00.
 *† DeGraff's School Room Guide, \$1.50.
 DeGraff's Primer of School Management, 25 cts.
 Batsdorf's Management of Country Schools, 20 cts.
 Gill's Method and School Management, \$1.00.
 Hensel's Method of Test Examinations, 50 cts.
 Wells's Graded Schools, \$1.00.
 Uniform Questions on School Management, Answered, 25 cts.
 Maxwell's Examinations as Tests for Promotion, 15 cts.
 Richardson's Learning and Health, 15 cts.
 Maudsley's Sex in Education, 15 cts.
 Sabin's "Organization vs. Individuality", 15 cts.
 Kotelmann's School Hygiene, \$1.50.

The Art of Teaching

Fitch's Lectures on Teaching, \$1.25.
 † Fitch's Art of Questioning, 15 cts.
 † Landon's Art of Questioning, 50 cts.
 Young's Art of Putting Questions, 15 cts.
 † Fitch's Art of Securing Attention, 15 cts.
 † Hughes's How to Secure and Retain Attention, 50 cts.
 Hughes's Mistakes in Teaching, 60 cts.
 Pick's Memory and Means of Improving It, \$1.00.
 Southwick's Quiz Book on Theory and Practice, \$1.00.
 Dime Question Book on Theory and Practice, 10 cts.

School Discipline

Wickersham's Discipline as a Factor, 50 cts.

Kennedy's Philosophy of School Discipline, 15 cts.
 Aids to School Discipline, per box, \$1.25.
 Penniman's Suggestions in School Government, 15 cts.
 Briggs's Boys as they are Made, 25 cts.
 Lyttleton's Mothers and Sons, the Problem of Home Training, \$1.50.
 Sedgwick's Talks with my Pupils, \$1.00.

Courses of Study

Emerson's Latin in High Schools, 25 cts.
 Kennedy's Must Greek Go? 50 cts.
 Lees's The Claims of Greek, 25 cts.
 Comfort's Modern Languages in Education, 50 cts.
 Pattee's Literature in the Public Schools, 20 cts.
 Bardeen's Effect of College-Preparatory School, 15 cts.
 McCosh's Essays on Higher Education, 75 cts.
 Northrop's High Schools, 25 cts.
 Canfield's Rural Poor and Higher Education, 15 cts.
 † Harris's Art Education, the true Industrial Education, 50 cts.
 Perrot's Art Teaching in High Schools, 50 cts.
 Gray's Courses of Study in Normal Schools, 15 cts.
 Hinsdale's Pedagogical Chairs in Colleges, 15 cts.
 Harris's University and School Extension, 15 cts.
 Meiklejohn's The New Education, 25 cts.
 Straight's Aspects of Industrial Education, 15 cts.
 Briggs's Industrial Training in Reformatory Institutions, 25 cts.
 Marenholz-Buelow's School Work-Shop, 15 cts.
 The Bible in the Public Schools, \$1.00.
 Hinsdale's Schools and Studies, \$1.50.

Methods of Teaching

Hoose's Province of Methods in Teaching, \$1.00.
 † Fitch's Lectures on Teaching, \$1.25.
 *† DeGraff's School Room Guide, \$1.50.
 *† Page's Theory and Practice of Teaching, \$1.00.
 Gowdy's Ideals and Programmes, 75 cts.
 Van Wie's Methods in Common Branches, 75 cts.
 — Development Helps, 50 cts.
 Dickinson's Limits of Oral Teaching, 15 cts.
 Barnard's Oral Training, 75 cts.
 † Hughes's Mistakes in Teaching, 50 cts.
 — † How to Secure and Retain Attention, 50 cts.
 † Fitch's Art of Securing Attention, 15 cts.
 — † Art of Questioning, 15 cts.
 Landon's Art of Questioning, 50 cts.
 Young's Art of Putting Questions, 15 cts.
 Fitch's Lectures on Teaching, \$1.25.
 Kiddle's How to Teach, a Manual of Methods, \$1.00.
 Lind's Methods of Teaching in Country Schools, \$1.00.
 Hart's In the School Room, \$1.00.
 Bates's Methods of Teachers Institutes, 75 cts.
 Fowle's Teachers Institute, \$1.00.
 Uniform Exam. Questions on Methods, Answered, 25 cts.
 Pick's Memory and Means of Improving It, \$1.00.
 Bryant's Teaching of Morality in the Schools, \$1.00.

Natural Science

Wilson's How to Study Nature in Elementary Schools, 50 cts.
 Gager's Current Errors in Science Teaching, 50 cts.
 † Harris's How to Teach Natural Science, 50 cts.
 † Rooper's Object Lessons, or Words and Things, 50 cts.
 Hegner's Young Scientist, 75 cts.
 McKay's 100 Home-Made Experiments, 15 cts.
 Stowell's Syllabus of Physiology, \$1.00.
 Schreiber's Exercise for Health and Cure, 50 cts.
 Richardson's Learning and Health, 15 cts.
 Kotelmann's School Hygiene, \$1.50.
 Maudsley's Sex in Education, 15 cts.
 Bardeen's Question Book of Stimulants, Answered, 10 cts.

Uniform Examination Questions in Physics, 25 cts.
 Uniform Examination Questions in Physiology, 25 cts.
 Underwood's Systematic Plant Record, 30 cts.
 Dime Question Books (a) Physics, (b) Chemistry, (c) Geology, (d) Botany, (e) Zoölogy, (f) Physiology, (g) Narcotics and Stimulants, (h) Astronomy. Each 10 cts.
 Hennig's Anatomical Manikin, \$1.00.
 Goulding's Flores: A Botanical Game, 50 cts.
 Palmer's Physiology Cards, 50 cts.
 Roosevear's Manual of Needlework, 60 cts.

Singing

The Song Budget, 15 cts.
 The Song Century, 15 cts.
 The Song Patriot, 15 cts.
 The Song Budget Music Series Combined, cloth, 50 cts.
 The Song Gymnast, 50 cts.
 Songs of the Lyceum League, 20 cts.
 Songs from the Arbor Day Manual, 25 cts.
 The School Room Chorus, 35 cts.
 Tillinghast's Diadem of School Songs, 50 cts.
 Russell's Half a Hundred Songs, 35 cts.
 Phillips's Song Life, 50 cts.

Physical Culture

Kotelmann's School Hygiene, \$1.50.
 Preece's Physical Culture, 230 Illustrations, \$2.00.
 Schreber's Exercise for Health and Cure, 50 cts.
 DeGraff's Manual of Calisthenics, 25 cts.
 Reinhart's Bodily Development, 25 cts.
 Richardson's Learning and Health, 15 cts.
 Maudsley's Sex in Mind and Education, 15 cts.
 Burnham's Outposts and Guard Duty, U. S. A., 50 cts.
 Hennig's Anatomical Manikin, \$1.00.

Reading

† Farnham's Sentence Method of Teaching, 50 cts.
 Southwick's Dime Question Book of Reading, 10 cts.
 Randall-Diehl's Practical Delsarte Primer, 50 cts.
 Hamilton Declamation Quarterly, Vol. 1, \$1.00.
 Swett's Manual of Elocution, \$1.50.
 * Teacher's Guide to Correct Speech, \$1.00.
 † Bardeen's Verbal Pitfalls, 75 cts.
 Hall's Orthöpy made Easy, 75 cts.
 † DeGraff's Practical Phonics, 75 cts.
 — Pocket Pronunciation Book, 15 cts.
 Hoose's Studies in Articulation, 50 cts.
 Pooler's Hints on Teaching Orthöpy, 10 cts.
 Dime Question Book of Orthography, 10 cts.
 Sanford's Limited Speller, 25 cts.
 Bales's Diacritical Speller, 50 cts.
 Blakeley's Parliamentary Rules, 25 cts.
 Gore's Parliamentary Practice, 50 cts.

Books for Supplementary Reading

Binner's Old Stories Retold, 59 illustrations, 25 cts.
 Bardeen's Little Old Man, 50 cts.
 Hegner's Young Scientist, 75 cts.
 Irving's Rip Van Winkle, illustrated, 10 cts.
 Burt's Bees, a Study from Virgil, 15 cts.
 *† Bardeen's Authors' Birthdays, Three Series, each, \$1.00.

Public Day Exercises

*† Ballard's Pieces to Speak, \$1.00.
 Boyden's Primary Speaker, \$1.00.
 Skinner's Arbor Day Manual, \$2.50; music pages, 25 cts.
 Yawger's How to Celebrate Arbor Day, 10 cts.
 Hinckley's Longfellow Memorial Exercise, 10 cts.
 Preece's Physical Culture, Illustrated edition, \$2.00.
 Northend's Memory Selections, 3 series, each 25 cts.
 Hoss's Memory Gems, 15 cts.

Thoughts from Earnest Women, 25 cts.
 Education as Viewed by Thinkers, Quotations, 15 cts.
 Egbert's Last Words of Famous Men, \$1.00.
 Hendrick's "The Table is Set", a comedy, 15 cts.
 Browne's "Glimpse of Grammarland", a farce, 15 cts.
 The Song Gymnast, 50 cts.

English

† Bardeen's Outlines of Sentence-Making, 60 cts.
 Edwards's Graded Exercises in English, Nos. I-VI, per dozen, \$1.00.
 Morey's Outline Work in Elementary Language, 50 cts.
 Weaver's Pictures in Language Work, 50 cts.
 Emerson's Composition and Criticism, 50 cts.
 The Bulletin Composition Book 15 cts.
 Wilson's Elementary English, 35 cts.
 Dime Question Book of Letter-Writing, 10 cts.
 A Primer of Letter-Writing, 25 cts.
 Williams's Topical Lexicon of Synonyms, \$1.25.

English Grammar

Bugbee's Exercises in English Syntax, 35 cts. Key, 35 cts.
 Roat's Grammar Outlines for Regents' Schools, 50 cts.
 † Evans's Manual of Grammar, 75 cts.
 Wilson's Grammar made Practical, 75 cts.
 Jewell's Grammatical Diagrams, 75 cts.
 Sornberger's Normal Language Lessons, 50 cts.
 Kiddle's 3,000 Grammar Questions, with Answers, \$1.00.
 Dime Question Books, (a) Grammar, (b) Rhetoric, 10 cts.
 Uniform Questions in Grammar, Answered, 25 cts.

English Literature

*† Bardeen's Authors' Birthdays, 3 Series, each, \$1.00.
 Daniels's Outline of English Literature, 50 cts.
 Hendrick's Questions in Literature, 35 cts.
 Thurber's English Routine in Schools, 15 cts.
 Harlow's Early English Literature, 75 cts.
 Southwick's Dime Question Book of (a) English, (b) American Literature. Each 10 cts.
 Pattee's Literature in the Public Schools, 20 cts.
 Lowrie's How to obtain Value from a Book, 25 cts.
 Meese's Facts in Literature, 15 cts.
 The Regents' Selections in Literature, 25 cts.
 The same, with 22 pages of Music, 35 cts.
 Northend's Memory Selections. Three series, each 25 cts.
 Thoughts from Earnest Women, 25 cts.
 Hoss's Primer of Memory Gems, 15 cts.
 Game of Fireside Authors, 52 cards, portraits, 35 cts.
 Young Folks' Favorite Authors, 52 cards, 35 cts.

German

Meissner's Easy Method of Learning German, \$1.25.
 Wheatley's German Declensions Made Easy, 15 cts.
 German Self-Taught, 40 cts.
 Hahn's Child's German Book, 40 cts.
 Interlinear German Reading-Book, for Self-Tuition, 75 c.
 Franck's German Letter-writer, 40 cts.
 Thimm's Conversation in 4 Languages, 60 cts.
 — Literature of Germany, 40 cts.
 Lessing's German Fables, with English Notes, 40 cts.
 Goethe's Egmont, with English Notes, 40 cts.
 Schiller's Jungfrau von Orleans, with English Notes, 40 cts.
 — Marie Stuart, with English Notes, 40 cts.
 — Der Neffe als Onkel, with English Notes, 40 cts.
 Regents Selections in German Literature, 10 cts.
 Comfort's Modern Languages in Ed'n, 50 cts.

French

Pick's Memory and Means of Improving it, \$1.00.
 — Method applied to Acquiring French, \$1.00.

Regents Selections in French Literature, 10 cts.
Thimm's Conversation in 4 Languages, 60 cts.

Italian

Marchetti's Italian Reader, with English Notes, 75 cts.
— Idiomatic Phrases and Dialogues, 75 cts.
Italian and English Commercial Correspondence, 50 cts.
Italian Self-Taught, 40 cts.
Thimm's Conversation in 4 Languages, 60 cts.

Spanish

Salvo's Idiomatic Phrases and Dialogues, 75 cts.
Spanish and English Commercial Correspondence, 50 cts.
Spanish Self-Taught, 40 cts.
Regents Selections in Spanish Literature, 10 cts.

Other Modern Languages

Grammars, with Exercises, Reading Lessons, etc. (a) Icelandic, (b) *Danish and Norwegian, (c) *Modern Greek. Each \$1.25. Those starred have Keys at 25 cts.
Conversation Books, (a) Swedish, (b) Danish and Norwegian, (c) Russian, Each, 75 cts.
Self-Taught Series. (a) Norwegian, 40 cts.; (b) Turkish, \$1.25; (c) Arabic, \$1.25.
Tarring's Elementary Turkish Grammar, \$2.00.
Macalpine's Gaelic Dictionary, \$3.00.
Stewart's Gaelic Grammar, \$1.00.

Ancient Languages

Smith's Vocabulary of Cæsar, Book II., 50 cts.
Five Chapters of Cæsar, for Regents Schools, 10 cts.
Emerson's Latin in High Schools, 25 cts.
Kennedy's Must Greek Go? 50 cts.
Lees's Claims of Greek, 25 cts.
Sayce's Comparative Assyrian Grammar, \$3.00.

Geography

Wilkins's Descriptive Geography, taught by means of Map-Drawing: (a) United States, 75 cts.; (b) Continents, 75 cts.; (c) Teachers Manual, for both, \$1.50.
† Bardeen's Geography of the Empire State, 75 cts.
Farnham's Oswego System of Teaching Geography, 50 cts.
Griffin's Topical Geography, with Methods, 50 cts.
* Edwards's Topical Questions in Geography, \$1.00.
Pardon's Oral Instruction in Geography, 15 cts.
Redway's School Geography of Pennsylvania, 35 cts.
Northam's Conversational Lessons, 25 cts.
The Regents Questions in Geography, 25 cts. Key 25 cts.
Uniform Questions in Geography, Answered, 25 cts.
Prentice's Review Questions in Geography, 15 cts.
Dime Question Book of Geography, Answers, 10 cts.
Cheney's Globe Manual, for Schools, 25 cts.
Collins's International Date Line, 15 cts.
Bassett's Latitude, Longitude, and Time, 25 cts.
Edwards's Geographical Cards, Box of 200, \$1.00.
— Geographical Game, "Our Country", 50 cts.
— Outline Topic Cards, per dozen, 15 cts.
Griffith's Outline Blackboard Maps, per set, \$8.00.
Bürgi's Relief Maps, Palestine, \$10.00; Switzerland (a) 11x 17½, \$3.50; (b) 23x34, \$10.00.

Civics

Edwards's 500 Questions in Civics, in box, with Key, 50 cts.; ** the same in book form, 30 cts.
Dime Question Book of Civil Government, 10 cts.
Uniform Questions in Civil Government, 25 cts.
† Northam's Civil Government (a) New York, (b) Missouri, (c) New Jersey, each, 75 cts.
* Nichols's Government Class-Book, Michigan, \$1.00.
Ball's Instruction in Citizenship, 40 cts.
Shea's Nature of the American Government, 75 cts.

Alden's Political Economy, 75 cts.
Houghton's Conspectus of Political Parties to 1880, \$2.00.
* Bardeen's Manual of School Law, \$1.00.
Knott's Ready Reference Law Manual, \$2.00.

History

* Mace's Working Manual of American History, \$1.00.
* Williams's Topics and References, \$1.00.
Godard's Outlines of U. S. History, 50 cts.
1,000 Questions in American History, with Answers, \$1.00.
Northam's Fixing the Facts of U. S. History, 75 cts.
* * Van Wie's Outlines and Questions, 30 cts.
Juliand's Brief Views of U. S. History, 35 cts.
Dime Question Books of (a) General, (b) United States History. Each 10 cts.
Uniform Questions in U. S. History, 25 cts.
Edwards's Historical Cards (a) U. S., (b) General History. Each \$1.00. (c) Historical Game, 50 cts.
Clarke's Chart of U. S. History, per dozen, 50 cts.
† Hendrick's History of the Empire State, 75 cts.
Review Questions on Hendrick's History, 5 cts.
Prentice's History of New York State, \$1.50.
Martin's Stories of New York, 50 cts.
Hendrick's Syllabuses for Regents' Examinations, each, 5 cts.
Trainer's How to Teach U. S. History, \$1.00.
Jennings's Chronological Tables of Ancient History, \$1.00.
Mills's Tree of Mythology, \$3.00.

Arithmetic

Benton's Happy Method in Number, 75 cts.
† Beebe's First Steps among Figures, \$1.00.
☞ The only practical exposition of the Grubé Method.
Hoose's Pestalozzian Arithmetics, 1st, 2d year, each, 50 cts.
Welch's Problems for Junior Classes, 50 cts.
Wood's Short Cuts in Arithmetic, 75 cts.
Bradford's 30 Problems in Percentage, 25 cts.
Bassett's Latitude, Longitude, and Time, 25 cts.
Granger's Metric Tables and Problems, 25 cts.
Hutton's Manual of Mensuration, 50 cts.
The Regents Questions in Arithmetic, 25 cts.; Key 25 cts.
Uniform Questions in Arithmetic, Answered, 25 cts.
Dime Question Book of Arithmetic, Answers, 10 cts.
Prentice's Problems in Arithmetic, 20 cts.; Key, 25 cts.
Edwards's Everyday Business Problems, with Key, 50 cts.
Sanford's Word Method in Number, 50 cts.
Davis's Manual for Teaching Fractions, 25 cts.
Davis's Fractional Apparatus, \$4.00.
Cube Root Blocks, Three Places, \$1.00.
Bristol's Honesty Cards in Arithmetic, 50 cts.
The Bulletin Number Fan, \$1.00.

Higher Mathematics

Dime Question Book of Book-Keeping, 10 cts.
Uniform Examination Questions in Book-Keeping, 25 c.
Book-Keeping Blank, Books, Journal, Day Book, etc., each, 15 cts.
Regents Paper ruled for Book-Keeping, 500 sheets, \$2.00.
Michael's Algebra for Beginners, 75 cts.
Uniform Examination Questions in Algebra, Key, 25 cts.
Pitcher's Outlines of Surveying and Navigation, 50 cts.
Smith's Geometry Test Papers, per 100, \$1.00.

Penmanship and Drawing

Wells's Natural Movement Method, Nos. 1 and 2, per doz. 84 cts.; Nos. 3-6, 96 cts.
Wells's Manual of the Movement Method, 25 cts.
Burritt's Penmanship in Public Schools, 60 cts.
† Harris's Art Education, 50 cts.
Perrot's Art Teaching in High Schools, 50 cts.
Ball's 1000 Questions and Answers in Drawing, 40 cts.

Hotchkiss's Practical Lessons in Object Drawing, 50 cts.
 * Uniform Questions in Drawing, 1892-6, 1896-8, each, \$1.00.
 Weaver's Pictures in Language Work, 50 cts.

Industrial Education

Twining's Technical Education, \$3.00.
 Harris's Educational Value of Manual Training, 15 cts.
 —† Art Education, the true Industrial Education, 50 cts.
 Straight's Aspects of Industrial Education, 15 cts.
 Marenholz-Buelow's School Workshop, 15 cts.
 Meiklejohn's The New Education, 15 cts.
 Roosevear's Manual of Needlework, 60 cts.
 † Karoly's Dilemmas of Labor and Education, \$1.00.
 Meath's Physical, Industrial, and Technical Training, \$2.00.
 Briggs' Industrial Training in Reformatory Institutions, 25 cts.
 — Boys as they are Made, 25 cts.
 Geddes's Industrial Exhibitions, 25 cts.

Teachers Question Books

The Regents' Questions to 1882: (a) Arithmetic, (b) Key; (c) Geography, (d) Key; (e) Grammar, (f) Key; (g) Spelling. Each 25 cts. The seven in one volume, \$2.00.
 The same, in all subjects but without answers, 1892-3, 1893-4, 1894-5, 1895-6, 1896-7, 1897-8, 1898-9, 1899-1900, each, \$1.
 * The N. Y. State Examination Questions to 1894, \$1.00. The same, 1895, 1896, 1897, 1898, 1899, each 10 cts. * Together \$1.00.
 The New York Question Book, to March, 1890, \$2; in paper \$1.
 The same, Supplement No. 1, to June, 1891, 25 cts.
 The same, Supplement No. 2, to June, 1892, 25 cts.
 Supplements 1 and 2, in one volume, cloth, \$1.00.
 * The same, Supplements Nos. 3, 1892-3; 4, 1893-4; 5, 1894-5; 6, 1895-6; 7, 1896-7; 8, 1897-8; 9, 1898-9; 10, 1899-1900, each, \$1.00.
 The Uniform Questions since June, 1892, in (a) Algebra, (b) American History; (c) Arithmetic; (d) Art of Ques-

tioning and History of Education; (e) Book-Keeping; (f) Civil Government; (g) Geography; (h) Grammar; (i) Methods and School Economy; (k) Physics; (l) Physiology; (m) School Law. Each, 25 cts.
 * The Buffalo Examination Questions, 1892-6, 1896-8; each, \$1.
 Southwick's Dime Question Books, each 10 cts.

Elementary Series

* In one book, Cloth, \$1.
 3. Physiology.
 4. Theory and Practice.
 6. U. S. History and Civil Gov't.
 10. Algebra.
 13. American Literature.
 14. Grammar.
 15. Orthography and Etymology.
 18. Arithmetic.
 19. Physical and Political Geog.
 20. Reading and Punctuation.

Advanced Series

* In one book, Cloth, \$1.
 1. Physics.
 2. General Literature.
 5. General History.
 7. Astronomy.
 8. Mythology.
 9. Rhetoric.
 11. Botany.
 12. Zoölogy.
 16. Chemistry.
 17. Geology.
 Extra volumes, by C. W. Bardeen, 21. Temperance Physiology, 22. Book-Keeping, 23. Letter-Writing.

* The Civil Service Question Book, \$1.50.

* Sherrill's Normal Question Book, \$1.50.

Southwick's Quizzism, 25 cts.

— Quiz Book on Teaching, with Answers, \$1.00.

Kiddle's 3000 Questions in Grammar, with Answers, \$1.

Craig's Common School Question Book, \$1.50.

Stillwell's Practical Question Book, \$1.50.

Swett's Questions for Written Examinations, \$1.00.

School Supplies

The Hornstone Slating, per gallon, \$8.00.
 The Agalite Blackboard Slating, per gallon, \$6.00.
 McCully's Perforated Erasers, per dozen, \$1.00.
 The Favorite Erasers, per dozen, 75 cts.
 The Bulletin Ink-Well Filler, \$1.25.
 Hennig's Anatomical Manikin, \$1.00.

The School Bulletin

AND NEW YORK STATE EDUCATIONAL JOURNAL,

Established 1874. 24 pages, 9 x 14. \$1.00 a year.

The *School Bulletin* is one of the five oldest educational journals in America, and the only one of them that has been under the same ownership and management from the beginning. It was the only American School Journal which received the gold medal at the Paris Exposition of 1889, and it received the highest award offered at the Chicago Exposition of 1893, the diploma pronouncing it "of the greatest interest and historical value to educators of all grades". It is not filled with "methods" and spoon-feeding for young teachers who want their ideas ready-made, but appeals to superintendents, principals, and all teachers who regard their work as a vocation, and who want to look upon it broadly and comprehensively.

In the feature of educational news it has never had a rival. Its chronicles of what has happened in New York schools since its establishment are unmatched in educational literature, and it has taken note of whatever has happened in other States that involved general principles.

Its Current Topics give a chronicle of what occurred during the preceding month with forcible terseness, and in a perspective that brings the important events clearly to the front, adding maps wherever necessary. For the instruction of classes in this branch, now commonly recognized as essential, and for preparation of teachers' examinations, the Current Topics as here presented have been declared to be the best anywhere to be found. In New York they are of especial value in preparation for the Uniform Examinations, as the *Bulletin* is issued every month of the year (not for ten months only), at such a date that it will reach New York subscribers just before the Uniform Examination of the month, and thus present the news fresh and up to date.

It publishes each month all the Uniform Examination questions and answers of the preceding month, with all the illustrations in drawing and other subjects. It publishes all the questions given at the examinations for State Certificates; all the circulars and legal decisions issued by the Department of Public Instruction; and has indeed two Official Departments edited and conducted by members of the Department of Public Instruction and of the Regents, respectively.

It is therefore primarily an educational journal for New York teachers, and is meant to be a journal no New York teacher can afford to be without. But teachers in other States will find it of great service, both for the intrinsic value of its contents, and for the vivid picture it gives of educational progress in the Empire State.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

FROM SUBSCRIBERS WHO MAKE COMPARISONS

"Ever since I became Superintendent of Public Instruction of the State of New York I have been a careful reader of the School Bulletin. I consider it for the ordinary teacher the best school journal published. It expresses its views positively, but after reading it for seven years I am prepared to say that while I have sometimes doubted the expediency of some of its utterances, I have never questioned the justice of any editorial it has published."—President Andrew S. Draper, Un. of Illinois, when State Superintendent.

"I get a multitude of educational journals, but I read only three of them. One of them is the School Bulletin."—Hon. John Hancock, late State Commissioner of Schools, Ohio.

"The editorial part seems to me more incisive and sensible than that of any other journal with which I am acquainted, except the Nation."—W. M. Griswold, author of Q. P. Indexes.

"I am a subscriber of the School Bulletin, and I consider it the best school paper in the United States."—Principal Hubert W. Hess, Otsego.

"I am taking thirteen papers, the yearly subscription to them all, so inclose herewith \$1 for renewal."—Principal W. J. Deans, Palmyra, N. Y.

"Of nine school journals, I enjoy the School Bulletin best. It is a teacher's organ—wide-awake, earnest, fearless, and sincere. I send last year's numbers to exchange for a bound volume, as I value the series highly, and desire to keep the set complete."—Supt Charles Kelsey, Marquette, Mich.

"I would not like to be without the Bulletin, and only fear that when you discover how much more than \$1.00 a year it is worth you will raise the price of it. I find it as valuable here in the 'far west' as when I lived in the east. In this respect it surpasses other educational periodicals, nearly all of which have local value only."—C. F. Howland, Albany, Oregon.

"A copy of the September Bulletin came to me. I have looked it through carefully, and am so well pleased with it that I wish to become a subscriber. I have seen more or less of your paper for years, and am convinced that it has more information about educational gatherings and better written articles than any of the papers I have been taking."—Principal T. A. Elmore, Arlington, N. Y.

"I at once renew for the Bulletin, as I cannot safely economize there. No other educational journal gives the exact points one needs to know, and gives them so clearly and brightly. No one can wish you more success than you deserve."—E. W. Wright, chairman of school board, Lunenburg, Vt.

"Inclose find money order for one dollar, for which please renew my subscription to the School Bulletin. I am pleased with your supplement, as it is both useful and ornamental."—Principal Oscar E. Coburn, School No. 4, Saratoga Springs, N. Y.

"Apply one dollar of this in payment of my subscription to the School Bulletin. I find the Bulletin one of the handiest papers I ever read. It has so much information that is to the point and no useless matter, no material put in merely to fill up space. The article on Dr. O'Pshaw strikes to the very meat of a troublesome question."—Principal Edwin A. Ladd, Bergen, N. Y.

WHAT ITS CONTEMPORARIES HAVE SAID

"We have a number of exchanges, but there are only three educational journals that I regularly read through, and one of them is the School Bulletin. When I read one of Mr. Bardeen's editorials I say to myself, 'There is a man that knows what he is talking about'."—*George P. Brown*, editor of the *Public School Journal*.

"Mr. Bardeen and Mr. Vaile are the two 'funny men' of educational journalism. The one is Saladin with his Damascus blade, and the other is Richard the Lion-hearted with his broad sword that cuts in pieces iron bars. They both 'get there', but by different routes."—*Public School Journal*.

"Mr. C. W. Bardeen, editor of the School Bulletin, was wisely chosen to speak for and represent 'the North-Atlantic States' at the meeting of the N. E. A. held at St. Paul. His matter and manner were in all respects admirable, as those who knew him expected they would be."—*American Journal of Education*.

"The educational journals, such as the School Bulletin, the Public School Journal, and Intelligence, that represent not the irresponsible opinions of hysterical individuals, but the sincere convictions of the men and women who make these national meetings really valuable, advised the action that has been taken."—*Educational Review*.

"The School Bulletin is the wisest and wittiest of the schoolman's papers, and if any teacher—man or woman, youth or maid—teaching anywhere in 'York State' does not take it, he is a very unfortunate individual. We say nothing about reading it, for no one who fairly looks at it can fail to read it. It is worth nearly as much out of the State as in it."—*Southern Illinois Teacher*.

"* * * The last mentioned journal is the spiciest of all, and reveals on every page the hard work and personal views of the editor. Its editorials are the most incisive of any of the four papers named. If the influence of teachers and their views is not felt wherever this journal is read, it will be no fault of its editor. He wages as merciless a warfare upon unworthy or unqualified members of the profession, as upon ignorant, unappreciative, or dishonest school authorities or patrons."—*The True Educator*.

"The School Bulletin has just completed its 23d year. It has been edited from the beginning by that prince of educational editors, C. W. Bardeen, who is the Dana of the educational press and whose paper is the New York Sun of school journals. 20,000 teachers of New York read the Bulletin regularly. If you are a New York teacher you cannot afford not to take it; if you are a teacher elsewhere try it."—*Child-Study Monthly*.

"I cannot resist the desire to express to you my special appreciation of the School Bulletin. Like most good things it gets better with age. * * * I never come in contact with your work without a sense of its helpfulness, and of your personality—which is always refreshing. Because every hard and honest worker enjoys appreciation, you have a right to some pleasure from this hasty note. I wish I might double it. May your own shadow never grow less—and may your subscription list cast a longer shadow with each descending sun."—*James H. Canfield*, Librarian Columbia University.

FROM SUBSCRIBERS IN OTHER STATES

"It contains more information on those subjects that most concern the teacher than any other educational journal in the country."—*Sup't C. H. Crowell*, Grass Valley, Cal.

"I am reminded to-day by receiving a marked copy of the School Bulletin that I have been missing it from my school papers. I do not care to continue missing it, so will you please place my name on your subscription list for a year. Inclosed find \$1.00 as compensation for the same. The general educational notes and comments of the paper I do not care to miss."—*Sup't C. G. Pearce*, Omaha, Neb.

"Enclosed find one dollar for School Bulletin, beginning with April number. We have the Bulletin in our library regularly, but I like to have my own."—*Prof. Herbert Brownell*, Peru State Normal, Neb.

The files of the School Bulletin in the department of education in Stanford university have been placed in cover and kept constantly before the students in the department of education. Since I severed my connection with the department the files have been preserved as formerly, and at the end of the year they are bound up and deposited in the general library. Our students who are going out all over the country will carry with them a knowledge of your journal and will introduce it wherever it seems valuable."—*Prof. Earl Barnes*, Stanford university, Cal.

"I am going to leave the State, as you of course know, and shall look more greedily than ever for the School Bulletin when it makes its monthly appearance; so please send it to me hereafter to New Haven, Conn."—*Myron T. Seudder*, principal high school.

"I am very much disposed not to take the School Bulletin out of the office any more. The reason is that my attention is always called to something which I want. You will bankrupt me by and by. Now I want 'Commissioner Hume', to read when I am sojourning in a strange place. Then I want you to tell me of 'Gowdy's Ideals and Programmes'. It will help me in institute work to get down where the ordinary teacher lives. Please send me these books immediately, as I am going out the last of next week on institute work and I want them to take with me. I don't know just what old thing you will dig up next but you are doing good work in this direction."—*Henry Sabin*, late State Superintendent, Des Moines, Ia.

"The teachers of a State are greatly influenced by the educational journals which circulate among them. A well conducted paper of this class spreads much important information as to methods of government which have proved effective, or methods of teaching which promise to benefit the schools. It discusses questions which solitary teachers have no other means to secure a debate upon. It suggests by its editorials or communications, new means of meeting and managing old difficulties. And by its weekly or monthly issues, it brings teachers all over the State into communion like that which is secured at institutes where they are seated together in one hall and listen to instruction from one lecturer. Somewhat this service has been done for New York by the sprightly School Bulletin."—*General John Eaton, Jr.*, in Report of United States Commissioner of Education for 1876.

FROM STEADFAST FRIENDS OF THE SCHOOL BULLETIN

"Send the Bulletin to me as long as it is published, and when I owe you or money is due, notify me. The first dollar came from me, and if I live long enough the last may."—*H. R. Sanford*, Ph.D., Fern Yan, N. Y.

"Please do not stop my Bulletin. I have taken and preserved every number."—*Sup't L. R. Hunt*, Corning, N. Y.

"Having read every number since it was started in 1874 I cannot now live without it, and consequently enclose herewith one dollar."—*Sup't L. C. Foster*, Ithaca, N. Y.

"I received a copy of the Bulletin to-day, and—well, here is your one dollar. I think I could get along without the Bulletin if you would keep it out of my sight, but if you keep sending me a specimen occasionally, the old love kindles, and out goes the dollar. *I did not intend to let my time run out*, but time flies so, it is a year before I know it, and you have a way which I wish all papers would imitate—of stopping when the time is out."—*James Piche*, Hartwick Seminary.

"I have not received the School Bulletin since October I believe, I suppose because I did not renew my subscription, and send the dollar, which of course is eminently proper. Find enclosed the dollar, and send me please the numbers I have not received in consequence of the break. I am at a loss in keeping house without it."—*Charles M. Ryan*, Superintendent of Schools, Kingston, N. Y.

"I find that my subscription to the Bulletin has expired, and I have let the matter run until now unwittingly, without renewing. I cannot keep house without it, and enclose check for renewal."—*Principal F. J. Cheney*, Ph.D., Cortland Normal School.

"Incense find \$ — for bill. Will you also include in bill the Bulletin for one year. I missed my January number, I am not happy when I miss you."—*Sup't Thomas R. Knell*, Saratoga Springs, N. Y.

"Enclosed please find two dollars to renew my subscription to the Bulletin to Sept., '91. Whenever I do not remit when the time has expired please notify me, as I *should* be offended to lose an issue of the paper. For ten years it has been a regular visitor, and always an interesting and instructive one. Every topic is treated impartially, and with a characteristic independence, so that one feels sure that he has the truth. A favorable criticism from its columns always decides my purchasing a book."—*Principal F. A. Johnson*, Southampton, N. Y.

"I find the Bulletin of much help to me in school, and so do a number of my teachers. *I have taken it now continuously for fifteen years*, and hope to take it for fifty more."—*Sup't B. J. Tice*, Sheffield, Mass.

"I send you one dollar for renewal of subscription to the School Bulletin. I cannot do without it. I have had it since 1874."—*Principal Thomas B. Lovell*, Suspension Bridge High School (in 1897).

"Enclosed please find one dollar for the Bulletin. How you manage to keep every number brighter than the last is your secret, but we reap the benefit of it. Once a reader always a reader. By the way did you ever lose a subscriber? I would gladly arrange for a copy on asbestos to be sent down to me."—*E. W. Wright*, chairman of school board, Lunenburg, Vt.

OF SPECIAL ARTICLES IN THE SCHOOL BULLETIN

"I am very glad to see your paper on the effect of college preparatory high schools upon the lower grades printed in your School Bulletin. I earnestly request you to put it in pamphlet form and would like two hundred (200) copies for the Bureau to distribute, and will pay for the same if you will send them with bill. Your paper presents the subject in a new and strong light."—*Wm. T. Harris*, Commissioner of Education.

"I have been wanting to tell you for many weeks how much we all enjoy your review of the 'Encyclopedia of Child Study' by Mr. O'Pshaw. I suppose very few of us have written to you about it because we did not wish to confess how much amused we were. I wish to get five copies of the article (December number of the School Bulletin), and beg leave to enclose 50 cents in stamps to pay for the same."—*The same*.

"The August (1891) Bulletin which came yesterday has interested me so much that I want to express my opinion that it is the very best issue of an educational newspaper that I have ever seen. Your review of the summer meetings, the dispassionate account of the unfortunate trouble at Cortland, and Sup't Marble's contribution, are all as good as anything of the kind can be. I congratulate you most cordially."—*Prof. Nicholas Murray Butler*, Columbia University.

"The article on 'Book-Keeping an Abstract Science' in the Bulletin seems to me one of the most effective in that line that I have ever seen, and I shall take pains to have it read to the commercial class in our high school."—*Sup't Eugene Boulton*, Ph.D., Pittsfield, Mass.

"Permit me to add a word of commendation and appreciation for the articles which have recently appeared in the Bulletin over your name. Their worth is all the more noticeable when compared with the trash that appears in many of our educational papers."—*Sup't George G. Ryan*, New Brunswick, N. J.

"I have just received the Bulletin for August and finished your account of the Congresses. Yours is the only detailed account worth reading that I have seen. I thank you for it."—*Sup't W. H. Maxwell*, Ph.D., N. Y. City.

"I would like to have about 12 to 15 copies of the January Bulletin. Your admirable report of the principals' meeting is worth being read by some of our men. Send bill and I will remit for same."—*J. H. Miller*, editor Northwestern Monthly, Nebraska.

"Although I am very busy I want to take just a moment to tell you how gratified I was to see that Walt Whitman was given a place in your Author's Birthday exercises. I believe that Walt Whitman should rank with the great poets, not only of this country, but of the world. The whole article in the School Bulletin shows your great appreciation of him. I am a member of the Walt Whitman Fellowship in Boston, as well as the National Fellowship. At the annual meeting of the Walt Whitman Fellowship here I had the pleasure of calling attention to these pages in the Bulletin. It pleases me to see that the appreciation of Walt Whitman is growing; and giving him a place in your Author's Birthday exercises will add much to this growth, and be a means of bringing him to the knowledge of the people. I feel like personally thanking you."—*Mrs. Mary Dana-Hicks*, Boston.

The Standard Teachers' Library

A Monthly Issue of Pedagogical Books which (1) Every Teacher OUGHT to have because of their VALUE; (2) Every Teacher CAN have because of their PRICE.

Superintendents the country over have written to us: "Our teachers need your books, and are making heroic efforts to buy them, but really you do not realize how much a dollar means to a country teacher. If you could only give us these books equally well printed but in cheaper binding." In response to this demand, we began in 1893 this Monthly Series, to include our very best books, of which the regular price in cloth is from \$1.00 to \$1.50 a volume. For this series the uniform price is FIFTY CENTS, POSTPAID. They are just as well printed, on just as good paper, and just as strongly sewn, with cloth-strengthened backs, as our regular cloth editions. These are the best and cheapest books on teaching ever issued.

Only thoroughly approved works appear in this series, and every book has features of its own, including Notes, Illustrations, Topical Indexes, Bibliographies, etc., not to be found in editions issued by other publishers. In short our aim is to make for this series such a reputation that the fact that a book appears in it shall be sufficient guarantee, (1) that the book is one every teacher ought to own; and (2) that it is the best edition published.

Prof. Bird, of the College of William and Mary, wrote us March 3, 1898: "I use your editions published in the Teachers' Library in preference to any others, not only because the price makes it so I may feel easier in getting my class to buy more than the ordinary number of books, but because of the many important features they possess. I have a well worn copy of *Spencer which I have owned a great many years, but I had my class use your edition last year while I was using mine at the teacher's desk. This year I have ordered a copy of your edition for my own use, as it is the only one I know of that is at all conveniently arranged for class work.* * * * You deserve the thanks of all teachers—but especially the thanks of professors of pedagogy and kindred subjects."

Some of the books that have been most popular are the following. The price of each in uniform cloth is appended.

BALLARD. <i>Pieces to Speak</i> (\$1.00)	NORTHEND. <i>Teacher and Parent</i> (\$1)
BARDEEN. <i>Authors' Birthdays</i> , I, II (each \$1.00)	PAGE. <i>Theory and Practice</i> (\$1.00)
— <i>Commissioner Hume</i> (\$1.25)	PATRICK. <i>Pedagogics</i> (\$1.00)
— <i>Roderick Hume</i> (\$1.25)	PESTALOZZI. <i>Letters</i> (\$1.00)
— <i>School Law</i> (\$1.00)	— <i>How Gertrude Teaches</i> (\$1.50)
— <i>Teaching as a Business</i> (\$1.00)	QUICK. <i>Educational Reformers</i> (\$1)
CARLISLE. <i>Ascham and Arnold</i> (\$1)	REIN. <i>Outlines of Pedagogics</i> (\$1.25)
DEGRAFF. <i>School Room Guide</i> (\$1.50)	RIDDLE. <i>Nicholas Comenius</i> (\$1.50)
DEGUIMPS. <i>Pestalozzi</i> (\$1.50)	SPENCER. <i>Education</i> (\$1.00)
<i>Helps to Self-Culture</i> (\$1.00)	TATE. <i>Philosophy of Ed'n</i> (\$1.50)
LONDON. <i>School Management</i> (\$1.25)	<i>Teacher's Critic</i> (\$1.00)
LAURIE. <i>Comenius</i> (\$1.00)	<i>Teacher's Guide to Correct Speech</i> (\$1)
	<i>Teacher's Mentor</i> (\$1.00)

OPINIONS OF THE STANDARD TEACHERS' LIBRARY

"No publisher is rendering the ordinary teacher greater service than C. W. Bardeen of Syracuse. More than all other American publishers and educators combined, perhaps, has he succeeded in emphasizing the value of the educational Americana. * * * One of the latest special services rendered the profession by Mr. Bardeen is the preparation of the 'Standard Teachers' Library', a very substantial paper-covered edition."—*New England Journal of Education*.

"Each of these volumes is full to the brim with useful and usable information for teachers, and each is needed by the progressive, wide-awake, up-to-date teacher. Mr. Bardeen is laying the teachers of America under great obligations by his publications, and if his efforts are recognized by them the profession of teaching will be greatly aided."—*Teachers' World*.

"Mr. Bardeen has done a very useful thing in bringing out in his Standard Teachers' Library such undoubted standards as Laurie's *Comenius* and DeGuimps's *Pestalozzi*. The volumes are of handy size, well printed and cheap. They constitute the sort of literature that a real teacher ought to make it a point to be able to buy."—*Educational Review*.

"Mr. C. W. Bardeen, well-known for many services to the educational world, is issuing month after month a series of volumes which compose a *Standard Teachers' Library*. The works which find place in the series are of acknowledged pedagogical value, and they are issued at a price which will make them attainable to the average school teacher. The first volumes devoted to Comenius and Pestalozzi are carefully prepared."—*Review of Reviews*.

"The publication of the lives of these celebrated educational reformers as a part of the *Standard Teachers' Library* puts them within the reach of every teacher. To most teachers the names of these grand old pioneers in pedagogical reform are familiar only in a sort of legendary, traditional way, that does not connect itself with the educational movement of the present day. They do not own any biographical sketches of their lives and labors, and have not that sympathy with their early struggles that alone results from personal study of their work. Small salaries that do not allow of a pedagogical library will be given as a reason for not having these books in personal possession. Their appearance in the *Standard Teachers' Library* form removes this objection and makes it easy for any corps of teachers to form a reading circle for a common study of the early revolutionary period in education, when these men led the crusade against dead forms."—*Primary Education*.

"Please send me 18 copies of your cheap edition of DeGuimps's *Life of Pestalozzi*. This is for the use of my class in the history of education. It is my aim to have the class read the educational classics, rather than to read about them, but I cannot hold the students responsible for much definite work of this kind if a class of forty is referred to the two or three copies in the library. I am now trying the experiment of having the class supplied with cheap books."—Prof. J. F. Reigart, Teachers' College, N. Y.

Lawrence's Classified Reading

Every hour of the day in every grade of the public schools may be made fuller and richer in its results, by the use of the right books by teachers and pupils. This addition to the teacher's power has become so widely recognized that nothing is more common than demands like the following:

"Where shall I find the best material about Africa for my fourth grade?" "Please give me a list of books on physiography." "What shall I read in order to form a vivid historical picture of the times of Richard III?" "Where can I get recent studies of children's drawing?" "What shall our club read in psychology or history of education?" "What stories will lead my primary grade to love books?"

This volume has been prepared to meet this evident want. The needs of the busy teacher have been consulted everywhere in the arrangement; hence the books needed in teaching a subject are gathered under that subject without regard to the miscellaneous character of the grouping. No other catalogue would have placed side by side with books of travel in the South,—"On the Old Plantation" by Joel Chandler Harris, "Ole Virginia" by Thomas Nelson Page, "Yemassee" by Simms, "The Prophet of Great Smoky Mountain" and "The Young Mountaineers" by Miss Murfree, Cable's "Bonaventura", and Longfellow's "Evangeline". Yet every good teacher of geography knows how much more of the atmosphere of the sunny South will penetrate her class if all these books are upon her table during the study of that section of the country.

Not only have books helpful in various subjects been classed together under those subjects, but books have been roughly classified under grades.

Brief descriptive and critical notes follow the titles, so that those unacquainted with the books may form a just estimate of their kind and value, and of which of several books will most nearly meet the special wants of the occasion. For those who wish to purchase books for a school library no other help so available has ever been published.

"It certainly is an efficient aid to all students, especially to teachers. I heartily recommend it as a book to be put in every school and every teacher's library."—*Francis W. Parker*, President Chicago Institute.

"It seems to us an admirable piece of work; first, because of the careful selections made and valuable data added, and, second, because of the charming, terse discussions that really make the work not only twice as valuable but actually interesting to the casual reader. We know of no book of its kind that would be of such practical value to the average teacher."—*Principal I. B. Poucher*, State Normal school, Oswego.

"I am much pleased with your work and think you have done a service to us librarians as well as to teachers. I shall put your book right into our children's room to be used continually as a reference work. I like your arrangement, I like your notes, all of which indicate good judgment and wide reading."—*Gratia A. Countryman*, Minneapolis Public Library.

Cloth, 12mo, pp. 423, \$1.50

Books of Reference.

The distinctive feature of a scholar's library is the large proportion of its books of reference. Education does not fill up a man with information: it teaches him where to go for information when he wants it, and gives him the habit of going for it when he wants it. This requires that he have at hand the books he will most frequently refer to. After the dictionary, among those most important to the teacher are the following:

1. *The Cyclopædia of Education*. Cloth, 8vo, pp. 562, \$3.75.

This compares with other books on education as the dictionary compares with the spelling-book. The latter is useful, but the former is indispensable. In the latter you may find the word you want; in the former you are sure to. This is a day when teachers must be well informed. Here are some of the topics you may be asked questions about, or may want to inform yourself about: *Pestalozzi, Comenius, Object Teaching, Ascham, Froebel, Thomas Arnold, The Kindergarten, Horace Mann, School Management, Industrial Education, School Economy, German Schools, School Law, Slaid, etc., etc.* You may be sure you can find all of these topics and scores more like them in this book. It is the Pedagogical Unabridged Dictionary, and every energetic teacher must have it.

2. *The Ready Reference Law Manual*. By E. E. Knott. Cloth, 8vo, pp. 381, \$2.00.

IT IS NOT MEANT FOR LAWYERS, but for those who are not lawyers. It gives clearly and simply the provisions of the law that concern every man, and of which it sometimes costs a man a good deal to be ignorant. Capitalists often make their sons regularly admitted lawyers, not with any view to practice, but that they may be able to protect the property they will inherit. Even the man of little property, or dependent on a salary from which he can not save much, should know the most important features of the law. The little needs protection even more than the much, for loss is more disastrous.

3. *Thesaurus of English Words and Phrases*. By PETER MARK ROGET. Cloth, 12mo, pp. 710, \$2.00.

For acquiring an extensive vocabulary that will enable one to use just the right word in the right place, this work has no equal. For illustration of its usefulness, see Bardeen's *Complete Rhetoric*, pp. 401-403.

4. *Verbal Pitfalls*: a manual of 1500 words commonly Misused. By C. W. BARDEEN. Cloth, 16mo, pp. 223. 75 cts.

"In these days of slang and careless speech there is great use for a book of this kind, and teachers should have a copy lying on their desk in the school-room, ready for constant reference. The writer for the press, public speakers, and all people generally will find this little manual exceedingly valuable."—*No. Carolina Teacher*.

"I am very much pleased with it, and shall have it at once placed on our library list and made one of the requisites for the teacher's desk."—*Supt. C. T. Meredith*, Ventura Co., Cal.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The Cyclopedia of Education.

This largest and handsomest of our publications is an octavo volume of 562 pages, price \$3.75. How indispensable it is to the teacher and to the school library may be judged from the following testimonials.

"It is admirable in every way. The book is worthy of a lower shelf in every teacher's library."—*Educational News*, June 8, 1889.

"This handsomely printed book is worth adding to the pedagogical shelf of any reference library."—*The Critic*, March 23, 1889.

"An elegant volume, which will find a place in the library of every teacher. The bibliography at the end of the book is the best educational check-list in the country."—*R. Heber Holbrook*, in *Normal Exponent*, May, '89.

"It is the most ambitious work of the kind yet published in English, and is, therefore, a very valuable volume for the teacher's library. Moreover, its value is increased greatly by the addition of a very extensive Bibliography of Pedagogy, both English and foreign."—*Pop'r Educator*, Feb. '89.

"This work occupies a distinct and peculiar field, and will be of continual value to the educator. The special aim of the editor, Mr. A. Fletcher, has been to give a clear but concise account of facts and questions belonging to educational topics. Here are a few titles which will give some idea of the scope of the work: Pestalozzi, Attendance, Analysis of Sentences, Chemistry, Technical Education, Precocity, Pedagogy, Hamiltonian Method, Hegel, Universal Language, Utilitarianism, University, Kindergarten. Under these, and many scores of other topics, there is given a mass of carefully combined information, much of which could not be found elsewhere."—*Christian Union*, Feb. 22, 1889.

"A handbook of ready reference on educational subjects of a high plane of scholarship has long been a desideratum in this country, and this work in a large measure supplies this want. It is a handbook of reference on all subjects of education—its history, theory, and practice. The list of contributors to the work embraces the leading educational writers of England, including such names as Oscar Browning, J. S. Curwen, Sir Philip Magnus, Arthur Sidgwick, and James Sully. These men are writers of the broadest scholarship, capable of thinking deeply on educational subjects, and what they have to say is entitled to the highest confidence of the educational world. The object diligently kept in view by the writers of this work has been to make it useful to all who take an interest in educational questions, and especially to those engaged in teaching. With this purpose in view the object has been to present a practical view of educational facts and questions discussed. An exhaustive treatment of the great variety of subjects has not been aimed at, the end sought being to bring their pedagogic features into clear outline. Not the least useful part of the work is a 'Select and Systematic Bibliography of Pedagogy,' occupying some forty pages. The work makes a large octavo volume of 562 pages. The mechanical execution is unusually satisfactory."—*Journal of Pedagogy*, June, 1889. ✦

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Books for the School Library.

1. *Arbor Day Manual*. By CHARLES R. SKINNER. Cloth, 8vo, pp. 476. \$2.50.

This was compiled by the present State Superintendent of Public Instruction as an aid in preparing programmes for Arbor Day exercises, and contains choice selections on trees, forests, flowers, and kindred subjects, with 60 pages of Arbor Day music, etc., etc. It tells what trees to plant, and how and when to plant them, tells how the day is observed in different States, and gives specimen programmes. It is by far the most complete and helpful manual for its special purpose ever published, and is also available for daily use and in elocutionary exercises. It should be the first volume purchased for every school library in New York.

2. *The Indian and the Pioneer*. An Historical Study. By ROSE N. YAWGER. Illustrated. Cloth, 8vo, pp. 335. \$3.00.

This is a most interesting account of the Indian tribes that inhabited central New York, and of the first white settlers. As a contribution to State history, it should have a place in every school library.

3. *Carleton Island in the Revolution*. The Old Fort and its Builder. By W. H. DUNHAM. Cloth, 16mo, pp. 128, Illustrated. Price \$1.00.

A valuable contribution to the local history of New York.

4. *Camps and Tramps in the Adirondacks*. By JUDGE A. J. NORTHRUP. Cloth, 16mo, pp. 302. Price \$1.25. It breathes the true spirit of the words.

5. *Roderick Hume, the Story of a New York Teacher*. By C. W. BARDEEN. Cloth, 16mo, pp. 295. Price \$1.25.

"I commenced last Sunday to read Roderick Hume. I finished it before I went to bed, and was surprised and somewhat annoyed that I had never read it before. I am free to say that it is a book which every good teacher ought to read. It will make even a good teacher a better one. I wish that every teacher in our State could read the book, especially the chapters concerning Miss Duzenberrie and her model primary school."—Hon. Charles R. Skinner, Superintendent of Public Instruction.

6. *Old Stories Retold*. By PAUL BINNER. With 59 original illustrations. Boards, 16mo, pp. 64. Price 25 cts.

This is for the little folks, who are often neglected in purchasing books for a library. It contains "Jack and the Bean-Stalk", "The Wolf and the Seven Young Goats", "Cinderella", "The Greedy Wolf and the Sly Fox", "The Smart Little Tailor", "The House Built of Ginger Cake", and "The Wonder Stone", with pictures that will make the child's heart leap for joy.

7. *The Little Old Man*. By C. W. BARDEEN. Cloth, 16mo, pp. 31. 50 cts.

"Happy are the little folks whose pictures make such an attractive frontispiece to this little book, and who have such an Uncle Charley to tell them such a nice story about the Little Old Man, and the School for Illiberal Mothers. Likewise happy are all readers, both old and young, who are permitted to share the story with them. It is just the thing for the children's hour, when the little ones are getting quiet and ready for something at once bright and helpful before they say Good Night."—*Public Opinion*.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

History of Modern Education.

The History of Modern Education. An account of Educational Opinion and Practice from the Revival of Learning to the Present Decade. By SAMUEL G. WILLIAMS, Ph.D., Professor of the Science and Art of Teaching in Cornell University. Cloth, 16mo, pp. 499. With 37 Portraits. \$1.50.



This is a revised and enlarged edition of what was upon its first appearance altogether the fullest and most complete history of modern education now available. It is the only adequate preparation for examinations, and a necessary part of every teacher's working library.

The titles of the chapters will give some idea of its comprehensiveness. Those in italics appear for the first time in this revised edition.

Introductory. Valuable contributions to pedagogy from ancient days. I. Preliminaries of modern education. II. The Renaissance, and some interesting phases of education in the 16th century. III. Educational opinions of the 16th century. IV. Distinguished teachers of the 16th century, Melancthon, Sturm, Troitzendorf, Neander, Ascham, Mulcaster, the Jesuits. V. Some characteristics of education in the 17th century. VI. Principles of the educational reformers. VII. The 17th century reformers. VIII. Female education and Fenelon. IX. The Oratory of Jesus. Beginnings of American education. X. Characteristics of education in the 18th century. XI. Important educational treatises of the 18th century: Rollin, Rousseau, Kant. XII. Basedow and the Philanthropic experiment. XIII. Pestalozzi and his work. XIV. General review of education in the 18th century. XV. Educational characteristics of the 19th century. XVI. *Extension of popular education.* XVII. *Froebel and the kindergarten.* XVIII. *Professional training of teachers, and school supervision.* XIX. *Manual and industrial training.* XX. *Improvements in methods of instruction.* XXI. *Discussion of relative value of studies.*

There are also added an Analytic Appendix, for review; the Syllabus on the History of Education prepared by the Department of Public Instruction for the training classes of the State of New York, with references by page to this volume; and an Index of 13 double column pages, much fuller than in the first edition.

“The *Critic* calls it, “sensible in its views, and correct and clear in style.” The *American Journal of Education* says: “It is not too much to say that for all ordinary purposes Prof. Williams’s book is in itself a much more valuable pedagogical library than could be formed with it omitted.”

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF WILLIAMS'S HISTORY

Prof. NICHOLAS MURRAY BUTLER says in the *Educational Review* for December, 1892: “Prof. Williams’s book is the latest, and for the American reader, the best. * * It is an interesting, accurate, and wise history of the period that it covers.

“One is struck with the excellent sense of proportion that pervades the work, as well as with the soundness of the author’s judgments and his breadth of view. He is neither a partisan nor a sentimentalist. The capital sketch of Comenius—one of the best things in the book,—and the very discriminating and philosophical analysis of Rousseau’s *Emile* may be cited as evidence of this. The young student will also derive no little help from Professor Williams’s comments on the strength and the weakness of Herbert Spencer’s essay on Education. In fact, the author’s long teaching experience has stood him in good stead, and he has made a teacher’s book.

“It need hardly be added that Professor Williams’s *History* ought to displace all of the cheap compends now in use. It is also more serviceable, in this country at least, than the English translation of Compayré’s *History of Pedagogy*. There is no question that this effort of Professor Williams ‘to construct a narrative which should be truthful and perspicuous without being unduly bulky’ has been successful. He has amply sustained his own reputation, and done the cause of education a substantial service.”

Prof. HUGH O. BIRD, of the Department of Pedagogy in the College of William and Mary (State Male Normal College of Virginia), writes, Feb. 6, 1893: “Some time since, the very flattering review of your *History of Modern Education* in the *Educational Review* caused me to purchase the book. Suffice it to say that I was so much pleased with the spirit and scope of your work that I immediately adopted it as a text-book in my Intermediate class, and prescribed it for parallel reading in my Senior class. For it is just the book I have been looking for. Heretofore I have been forced to satisfy myself with Compayré’s *History*, translated by my old professor, Dr. Payne, but I find your work will take its place. I have a class of twenty-two studying it, and find it very satisfactory.”

OPINIONS OF WILLIAMS'S HISTORY

He has shown that he is a natural historian, for his omissions are those speculations and discussions which are too often found in other histories of education, which add nothing to the value of the history, and only serve to puff out the matter. * * * With such histories as Quick's and Compayré's, Williams's will have an equal rank.—*Education*, Oct., 1892.

No teacher should long remain in ignorance of the growth of education and of the names and efforts of those who have through the years been shaping our system of schools. The author has been successful, we think, in selecting from the mass of matter that which is truly representative. The book is interesting in its substance and attractive in its makeup. We quote from it in another portion of the *MODERATOR* that our readers may form some idea of the style.—*Mich. Moderator*, Sept. 22, 1892.

The author has attempted to construct a clear, truthful, interesting narrative, within moderate compass. To make a wise selection from the vast amount of materials at his disposal, and to arrange it in the best form, was no easy matter. It required a broad knowledge and comprehensive grasp of the whole subject, together with sound judgment and good taste in selecting and arranging his materials. In our judgment the author has succeeded admirably in his undertaking. We commend the book most heartily.—Prof. S. J. Kirkwood, in *The Post Graduate*, Jan., 1893.

Dr. Williams has chosen to write the history of education in a style interesting alike to the general reader and to the teacher. Hastily running through the story of the early attempts in educational affairs he gives the greater part of his work to recounting what has taken place within this century. The author takes full cognizance of all the influences which have been exerted through the ages upon the systems of education, and with a clear comprehension of the present status of education demonstrates the results which have come from the focussing of different streams of light.—*Teachers' World*, Feb., 1893.

Dr. Williams has been throughout a close, discriminating student of educational systems, both in their present form, and in their vicissitudes during the past few centuries. As a result of these two forces, he now presents the students of education with an exceedingly valuable contribution towards the history of teaching and teachers. Dr. Williams has been very successful in securing a proper balance between the different men and movements. Few subjects give a better opportunity for the believers in this prophet or that to extol him as the one great leader. Just now it has been Comenius, while Pestalozzi, Fröbel, and Rousseau have never lacked over-ardent friends. All of these receive fair treatment in these lectures: treatment which may not entirely meet the ideas of this student or that, yet which always ensures a clear understanding of the man and his work, and the opportunity for honest, well-founded personal opinions. *It is a book which must be on the shelves of every student of education.*—*New England Journal of Ed'n*, Oct. 20, 1892.

OPINIONS OF WILLIAMS'S HISTORY

It is the fullest, most complete, and most satisfactory work we have on the subject.—*Educational Current*, Sept., 1892.

It presents the salient features, is interesting and valuable.—*Sunday School Journal*, March, 1893.

Believing it to be the best book of its kind, I shall use it in my classes.—Prof. W. M. Blair, Normal Department, Salem College, W. Va., Nov. 21, 1892.

This book is better adapted to our use than any other we have found.—Principal C. C. Rounds, New Hampshire State Normal School, Oct. 12, 1892.

The volume is one of decided value, and is a miniature cyclopædia of historical facts dating from the Renaissance.—*New York World*, Aug. 27, 1892.

Sensible in its views, and correct and clear in style, Prof. Williams's book is well worthy of a place in educational literature.—*The Critic*, Sept. 10, 1892.

A book worthy to take its place in the teacher's library alongside of Quick, Compayré, and Gill.—*Western School Journal*, Feb., 1893.

It is not too much to say that for all ordinary purposes Prof. Williams's book is in itself a much more valuable pedagogical library than could be formed with it omitted.—*American Journal of Education*, Sept., 1892.

Throughout the book the author shows good sense in his judgment of men and methods; and, what is no small merit in the present age, he is entirely free from hobbies.—*Science*, Aug. 26, 1892.

The title of this book can scarcely suggest the rich and varied interest of the materials which it includes. It sums up for us the story of educational methods and systems in all countries, from the middle ages down to the present time.—*Review of Reviews*, Oct., 1892.

I have received a copy of Williams's History of Modern Education, and having read three chapters I see it must be added to our library. Please send us two copies more.—Principal W. E. Wilson, R. I. State Normal School, Nov. 15, 1892.

The author's style is clear and readable, his criticisms without color, * * and the impression in our mind after perusal is that the author is not only one who *knows*, but one whose thoughts and conclusions are worthy of respect.—*Popular Educator*, Nov., 1892.

It is a wonderful book for conciseness—a veritable *multum in parvo*, and still the narrative style is so constantly maintained that it reads more like a story than an encyclopædia. It is both in one.—Principal O. D. Robinson, Albany High School, March 15, 1893.

The outlook over the subject is broad, the views in many instances fresh, and the interpretation penetrating. The work is especially valuable as being at once comprehensive and compact, covering the whole ground, with each movement or phase of progress given in its due proportion.—*Evangelist*, Oct. 20, 1892.

His method of treating the subject is eminently happy. The salient points of the history of education in that period are clearly indicated, and the ascending curve of progress is sketched through them. Dr. Williams's style is delightful. Every teacher will be at once pleased and instructed by a perusal of the book.—*Public Opinion*.

Mark's History of Educational Theories

"After an introductory view of the middle ages and the renaissance in England, the chapters treat of the theories of physical, intellectual, practical, technical, and moral education. This leads under intellectual education to treating the growth of the application of psychology, the theory of interest, the theory of language teaching, and the theory of education orient himself in the field and guide himself to more extensive readings." —*Wis. Journal of Ed'n.*

"An appendix contains some interesting and valuable collateral matters. The author's object, as he announces at the opening of his introductory chapter, is 'to restate the English educational ideals which were for the first time distinctly announced in the seventeenth century, and to trace them to their historical origin in the pre-Renaissance era, the twelfth, thirteenth and fourteenth centuries.' The book appears to be an able and scholarly production." —*Herald, Syracuse, N. Y.*

"A very interesting book for students of education is found in a volume of 140 pages, entitled *An Outline of the History of Educational Theories in England*, by Mr. H. T. Mark of Owens College, Manchester. The book contains so much condensed information of a very attractive and valuable sort that we hope to make it the subject of a fuller notice before long." —*The Commercial Advertiser, New York.*

"Very instructive, very entertaining and very suggestive is the little work of Rev. W. T. Mark under the above title—a story of the theories of education in a country where such a thing as a system of education is still unknown. It is instructive to us, who are mostly English in our methods as in our language, to know that from the days of Alfred to the days of board schools education in England has been merely chaos, the dense English intellect stumbling and blundering on from one mistake to another without definite plan or object or course and getting along somehow. It is really astonishing to have such a conviction forced on us, but there is no escaping it. On only one point has England had a thorough and consistent principle, and that is that if the master will only beat a pupil hard enough and often enough, and begin soon enough, he has done his full duty; and if the result is unsatisfactory the blame must fall on Providence. For the rest, those who were fond of learning would study anyhow; the others could go to Oxford or Cambridge and qualify themselves to misgovern the country. Now with county government granted to the cities, the board schools have come, and England must try what we call public education. With the example of our experience to guide her, it is to be hoped that she will avoid some of our difficulties and not accept the theory that the public-school system was intended to provide salaries for the female relatives of politicians and profits for text-book publishers and contractors." —*New York World.*

Cloth, 16mo, pp. 151. \$1.25

OPINIONS OF MARK'S HISTORY OF EDUCATIONAL THEORIES

"To every student of educational progress in the past this outline sketch of the parallel development of educational theory with the shapings of the English constitution and the beginnings and progress of English literature will be most valuable." —*Primary Education.*

"This interesting history is written from a broad point of view and begins with educational movements in England in the Middle Ages. The tendencies and personages of the Renaissance in England constitute a second chapter; the theories of physical education a third; the unfoldment of ideas of intellectual, practical, and moral education fourth, fifth, and sixth chapters. It is not only thoroughly sensible, but it is also learned and readable as so few educational books are." —*Pedagogical Seminary.*

"The development of educational systems and methods in England is a subject by itself, apart from the general history of education, even though it is an integral part of the history. Mr. H. T. Mark has concisely discussed this subject in a book of less than a hundred and fifty pages. The subject matter of the book covers the early Renaissance periods, together with the theoretical, physical, intellectual, technical, and moral aspects of education." —*Sunday School Times.*

"The treatment of the subject is historical throughout. The author in his first chapter summarizes the educational efforts of the middle ages, and then passes on to the revival of learning, led by Dean Colet, Sir Thomas Elyot, Ascham, and Mulcaster. He shows that importance was attached to physical training from a very early time, though in the 17th and 18th centuries it was sorely neglected in the grammar schools. There has been improvement in this direction, though in this regard English schools are still behind our own, though the great public schools, patronized by the upper classes, have plenty of out-door sports. The author goes over the ground thoroughly, and has made a modest but valuable contribution to educational literature." —*Springfield Republican.*

"A book that will be of large interest to teachers whether they may or may not be familiar with the history of education is an outline of the history of Educational Theories in England, by H. T. Mark. The writer finds that progress in education is quite closely parallel with progress in literature, and in support of this proposition he quotes largely from English authors. The course of development from the Middle Ages to and through the Renaissance is particularly interesting. Physical, Intellectual, Practical or Technical, and Moral are the subjects under which the various phases of education are considered." —*The Inland Educator.*

"Beginning with the educational movement in the middle ages, as seen in the schools of the Friars, the author traces this development through the Renaissance to the more complex theories of modern times. Here he divides his subject and treats it under the separate heads of physical, intellectual, technical, and moral education. To avoid misunderstanding the author has, in most cases, quoted the actual words of the educators whose theories he describes, like Bacon, Locke, and Milton. The book is eminently readable and a very useful addition to a teacher's library." —*Popular Educator.*

Cadet's Port-Royal Education

"Port-Royal Education, a sketch of its history, with extracts from its leading authors, edited by Felix Cadet, gives a little over a quarter of its pages to the history of the movement and sketches of the leading men connected with it; the rest of the volume is devoted to translations from their works. The history is discriminating, critical, and valuable, and is illustrated and further developed by the translations. In fact, one is brought by this book into the life and society of the Port-Royalists, enters into their aims and plans, and catches the spirit which animated them. This makes it a valuable book for the student of education who cares for more than the mere theories, for the human life and hopes which gave rise to them. There is no movement in the history of education which more demands this sort of study than that of the Port-Royalists, none more pathetic, and none offering so many brilliant as well as devoted men and women whom it is a delight to know intimately. We commend this volume to the attention of our readers."—*Wis. Journal of Education*.

"For those who are interested in the history of educational movements, as well as in the personal biographies of men who have played a conspicuous part in the religious discussions of France and the Netherlands, the book is well worth reading and owning."—*Sunday School Times*.

"The book gives a full and interesting account of the men and women who founded and conducted the Port-Royal schools and of their educational ideas and methods. These include Saint-Cyran, Lancelot, Pascal, Nicole, Guyot, Arnauld, Coustel and others. About two-thirds of the book is filled with extracts from the writings of these authors on educational matters. It is a work that all engaged in the teaching of youth can read with interest and profit."—*Syracuse Evening Herald*.

"They taught children to write little stories and letters and even bits of poems in French. This was done by the class instead of requiring each member to work alone. An epithet was suggested by one, criticised by another, improved upon by a third. In each case a reason was required. The girls did not share these blessings. They were taught by nuns in the older way. They learned sewing, housekeeping, and singing. They learned to 'preserve rigid silence' and, apparently, to pray without ceasing. When they were very good they were allowed to copy something. One hour a week was devoted to arithmetic. The school boasts that most of their play time was devoted to work. The older girls were allowed the favor of telling one of their faults aloud, once a day. Perhaps these fragments give an unfair view of the book as a whole. It deserves a place in the library of pedagogy, both for the historical view it presents and for the suggestions, not yet out of date, which may be added to our methods."—*The School Weekly*, Chicago.

Cloth, pp. 406, illustrated, \$1.50.

OPINIONS OF CADET'S PORT ROYAL EDUCATION

"It adds another volume to the already long list of educational works issued from the press of C. W. Bardeen, Syracuse, a volume of 400 pages that will interest all teachers who are not in the profession for the sake of bread and butter only."—*Teachers World*.

"A perusal of the entire book will well repay one for the time spent. A teacher will find in the work of these celebrated educators some things to avoid and many to admire and imitate. He will live for a time in the society of men, who, like our own Channing, deemed the office of the teacher to be the highest office on earth."—*The Echo*, Albany, N. Y.

"Of the numerous remarkable experiments in education that were made during the seventeenth and eighteenth centuries in Europe one of the most interesting ones was that at Port-Royal. The vigorous character of the men who were identified with it, the opposition that the movement met because of theological disputes, and particularly the pedagogical theories advanced and practised, combine to make it worthy of study to-day. The art of management, the training of mind and heart, and the proper aim of education, itself, became the care of disinterested and devoted persons. Under the editorship of Félix Cadet we have Port-Royal Education, a sketch of its history with extracts from its leading authors. Among these are Saint-Cyran, Lancelot, Fontaine, Nicole, Arnauld, Guyot, and others. In the 400 pages one finds many principles which are being emphasized as important to-day. * * * The book is both interesting and valuable."—*The Inland Educator*.

"The Monastery of Port-Royal, about twenty miles from Paris, dates back to the time of the Crusades. In 1637 a community of recluses outside the Monastery established schools which 'brought up in the knowledge of letters and the practice of Christian piety a few children of good birth, whose parents wished to spare them the irregularities which were too general among young men attending college.' There were controversies in those times. Able men discussed the methods of the schools with earnestness, sometimes with bitterness. We read these discussions and compare them with the discussions of to-day. There are some striking similarities. Mother Angelique was a remarkable woman who managed a school for girls. Mother Agnes writes to a teacher who has not the faculty to govern her pupils: 'God permits the children not to behave to you as they ought, that these insubordinate pupils may make you suffer and humble yourself.' 'Nothing weakens a reprimand more than a great many words,' is a piece of advice that will apply to some teachers of to-day as well as it applied then. In the girls' school there was close discipline; there was perfect system and regularity, with the kindest care and attention to the pupil's welfare. There were better schools than we are apt to give them credit for. History repeats itself. The good ways and bad ways of four hundred years ago are with us now, the same problems to work out, some of the same inflated theories to be punctured, the same kind of boys and girls are in our families and schools, the same kinds of eminent educators and philosophers are delivering lectures and writing books. And in this picture of the old schools the educational reformers and philosophers are given in portraits and sketches."—*The American School Board Journal*.

Helps in the History of Education

1. *An Outline of the History of Educational Theories in England.* By H. T. MARK. Cloth, 12mo, pp. 139. \$1.25.
This work, published in 1899, gives the latest views, with advantage of the most recent investigations. Besides treating of Erasmus, Ascham, Mucaster, Comenius, Locke, Milton, Bacon, Stow, Lancaster, Herbert Spencer, and Sir Joshua Fitch, it points out the influence of men less widely known, like Barclay, Sir Thomas Elyot, Colet, Wotton, Hoole, William Webster, Lily, Wolsey, Cooke, Petty, and others. There are special chapters on physical, intellectual, technical, and moral education, with appendices on teaching of manners, on Sturm, and on Locke.
2. *Lectures on the History of Education in Prussia and England.* By JAMES DONALDSON. Cloth, 12mo, pp. 185. \$1.00.
3. *A Short History of Education.* By OSCAR BROWNING, edited by Chancellor W. H. PAYNE. Cloth, 16mo, pp. 93, with 39 portraits and 9 other illustrations. 50 cts.
This is a reprint of the article on education in the Encyclopædia Britannica, with notes on Comenius and Bibliography.
4. *Sketches from the History of Education.* By W. N. HAILMANN. Paper, 8vo, pp. 39. 20 cts.
This treats particularly of Luther, Bacon, Pestalozzi, Girard, Diesterweg, and Froebel.
5. *History of the Philosophy of Pedagogics.* By Prof. C. W. BENNETT. Leatherette, 16mo, pp. 43. 50 cts.
6. *Elementary Greek Education.* By FRED H. LANE. Leatherette, 16mo, pp. 85. 50 cts.
7. *Port-Royal Education.* Extracts from its leading authors, edited, with historical introduction, by FÉLIX CADET, French Inspector General of Public Instruction. Cloth, 16mo, pp. 400, with many portraits. \$1.50.
This volume makes available to the English reader the principal pedagogical writings of Saint-Cyran, Arnauld, Lancelot, Nicole, De Saci, and other well-known authors of this famous institution, more influential in the history of education than any other single organization.
8. *History of the Burgh Schools of Scotland.* By JAMES GRANT. Cloth, 8vo, pp. 571. \$3.00. These were the original free schools of the world.
9. *The History of the High School at Edinburgh.* By WILLIAM STEVEN. Cloth, 12mo, pp. 610. \$2.00.
10. *History of the Schools of Syracuse, N. Y.* By EDWARD SMITH. Cloth, 8vo, gilt top, pp. 347. With 85 portraits and 30 pictures of buildings. \$3.00.
11. *Teachers' Institutes, Past and Present.* By JAMES M. MILNE. Paper, 8vo, pp. 22. 25 cts.
12. *History of Educational Journalism in the State of New York.* By C. W. BARDEEN. Paper, 8vo, pp. 45. 40 cts.
13. *Educational Publications in Italy.* By PIERO BARBERA. Paper, 8vo, pp. 14. 15 cts. Written for the Columbian Exposition.

American Schools in Foreign Eyes

1. *Methods of Education in the United States.* By ALICE ZIMMERN, Mistress at the High School for Girls, Tunbridge Wells. Cloth, 12mo, pp. 184. \$1.00.
2. *Graded Schools in the United States of America.* By MARY H. PAGE, Head-mistress of the Skinners' School, Stamford Hill. Cloth, 12mo, pp. 83, \$1.00.
3. *The Training of Teachers in the United States of America.* By AMY BLANCHE BRAMWELL, Lecturer at the Cambridge Training College for Women Teachers, and H. MILLICENT HUGHES, Head of Training Department, University College, South Wales. Cloth, 12mo, pp. 210. \$1.25.
4. *The Education of Girls in the United States.* By SARA A. BURSTALL, Mistress at the North London Collegiate School for Girls. Cloth, 12mo, pp. 216. \$1.25.

The five ladies who are authors of the four books named above, were sent to the United States in 1893, by the trustees of the Gilchrist fund, and visited schools in New York, Philadelphia, Baltimore, New Haven, and Boston and vicinity, as well as Yale, Harvard, Vassar, Smith, Bryn Mawr, and other colleges. Their investigations were keen and are interestingly recorded. We have here the power to see ourselves as others see us, and these volumes are important in every library.

5. *Teaching in Three Continents.* Personal Notes on the Educational Systems of the World. By W. CARTON GRASBY. Cloth, 16mo, pp. 244. \$1.50.

The comparison is among the systems of America, Europe, and Australia. In his introduction to the American edition, Dr. W. T. HARRIS says: "In this book we have the rare opportunity of seeing our Educational System as it appears to one of our large-minded cousins from the opposite side of the world. * * * In view of this trend of educational management, the very intelligent criticism of Mr. Grasby will be read with profit by all our teachers and school directors."

6. *State Education for the People in America, Europe, India, and Australia.* Cloth, 8vo, pp. 176. \$1.25.

This volume describes the school systems of the principal nations of the world. The articles are prepared by experts, and the titles are as follows: 1. Ancient Civilization and Modern Education in India; 2. Elementary Education in England; 3. State Education in Scotland; 4. National Education in Ireland; 5. English and Continental Systems Compared; 6. United States and English Systems Compared; 7. Education in Canada and Australia; 8. Commercial Education; 9. Education and Status of Woman; 10. Technical Instruction and Payment by Results; 11. The English Code of 1890. The whole is followed by a biographical summary and conclusion. No other single volume that has appeared gives so much practical information as to the school systems of the world at large, and the matter is so conveniently arranged as to be easy of ready reference.

Foreign School Systems Described

1. *Reports on Elementary Schools, 1852-1882.* By MATTHEW ARNOLD, one of her Majesty's Inspectors of Schools. Cloth, 12mo, pp. 322. \$2.00.

The best description any where given of the English school system, with criticisms and suggestions useful to schools everywhere.

2. *A Day in my Life; or Every day Experience at Eton.* Cloth, 16mo, pp. 184. \$1.00. An interesting description of English school life.

3. *History of the Burgh Schools of Scotland.* By JAMES GRANT. Cloth, 8vo, pp. 571. \$3.00. The authoritative history of Scottish free schools.

4. *The History of the High School of Edinburgh.* By WILLIAM STEVEN, D.D. Cloth, 16mo, pp. 610. \$2.00. A companion volume to the last.

5. *Prussian Schools through American Eyes.* By JAMES RUSSELL PARSONS, JR. Cloth, 8vo, pp. 91. \$1.00.

This small volume is the most complete and satisfactory account of Prussian elementary education now accessible to American teachers, and ought to be carefully studied.—*Wisconsin Journal of Education.*

6. *French Schools through American Eyes.* By JAMES RUSSELL PARSONS, JR. Cloth, 8vo, pp. 130. *Illustrated.* \$1.00.

No one interested in the American school system should fail to study this exposition, altogether the clearest statement in English of just what these schools are doing.—*New England Journal of Education.*

7. *Teaching in Three Continents.* Personal Notes on the Educational Systems of the World. By W. CATTON GRASBY. Cloth, 16mo, pp. 244. \$1.50.

The comparison is among the systems of America, Europe, and Australia. In his introduction to the American edition, Dr. W. T. HARRIS says: "In this book we have the rare opportunity of seeing our Educational System as it appears to one of our large-minded cousins from the opposite side of the world. * * * In view of this trend of educational management, the very intelligent criticism of Mr. Grasby will be read with profit by all our teachers and school directors."

8. *State Education for the People in America, Europe, India, and Australia.* Cloth, 8vo, pp. 176. \$1.25.

This volume describes the school systems of the principal nations of the world. The articles are prepared by experts, and the titles are as follows: 1. Ancient Civilization and Modern Education in India; 2. Elementary Education in England; 3. State Education in Scotland; 4. National Education in Ireland; 5. English and Continental Systems Compared; 6. United States and English Systems Compared; 7. Education in Canada and Australia; 8. Commercial Education; 9. Education and Status of Woman; 10. Technical Instruction and Payment by Results; 11. The English Code of 1890. The whole is followed by a biographical summary and conclusion. No other single volume that has appeared gives so much practical information as to the school systems of the world at large, and the matter is so conveniently arranged as to be easy of ready reference.

Arnold's Reports on Elementary Schools.

Matthew Arnold is the most distinguished man of Letters who has ever been connected with the public school system. He was appointed one of Her Majesty's inspectors of schools April 14, 1851, and resigned April 30, 1886, after a service of more than 35 years, in the course of which he made three visits to the continent at the request of successive royal commissions of inquiry into the English educational system. This volume contains his 19 general reports to the educational department on English elementary schools, omitting matters only of personal or temporary interest. They cover three distinct periods of administration, the original system introduced by the minutes of 1846-7, having been greatly modified by the code of 1852, and entirely transformed by the act of 1870. There are also extracts from his reports on training colleges.



MATTHEW ARNOLD, 1822-1888

Besides thus giving perhaps a better picture than can be found elsewhere of the English public school system for this period, the reports are interesting as giving the views of a cultured and trained inspector on general subjects of education. That he insists upon the teaching of English language and literature was to be expected, but he has much to say of the culture, the certification, and the salaries of teachers, of the health of school-rooms, of what textbooks are and what they should be, of the need of simplicity, of how science may be given in elementary schools, of the prominence given to study of methods in the training colleges, of religious instruction, of domestic economy, music, calisthenics and gymnastics, etc. He opposes the system called payment by results, introduced in 1862. He thinks the grant-examination applies a stimulus of a special and valuable kind, but would not have it applied in the examination of the younger children, where it reckons as ignorance what is simply natural nervousness. He is loyal throughout to the principle of Aristotle (Pol. viii. 7) which Jowett thus translates: "Education should be based upon three principles—the mean, the possible, the becoming, these three." The term "mean," used here in the ordinary Aristotelian sense, seems, as applied to elementary education, to be equivalent to what Mr. Forster called "a reasonable amount of instruction"; not confined to the three R's on the one hand, nor trenching on the domain of secondary education, on the other. This distinctive English idea is quite different from that which prevails in America, and these reports have a special interest as exemplifying it.

Cloth, 16mo, pp. 308. Price \$2.00.

French Schools through American Eyes

Students of education should insist that Mr. Parsons should undertake for England, for Italy, for Austria, and for the Scandinavian countries what he has so admirably done for Prussia and France. His description of elementary education in Prussia is well-known, and the present volume is in every way its equal.—*Educational Review*.

All students of the French system are grateful to you for your full statement.—*Wm. T. Harris, LL.D., Commissioner of Education*.

Mr. Parsons's elaborate account will be full of interest to teachers, and an important addition to the library of educational works bearing Mr. Bardeen's imprint.—*Northern Christian Advocate*.

No one interested in the American school system should fail to study this exposition, altogether the clearest statement in English of just what these schools are doing.—*New England Journal of Education*.

It contains a great deal of detailed, specific information, unencumbered by idle speculation, and arranged with a clear sense of order. Mr. Parsons's observations, when he does make them, are those of a well-trained observer, and appear to be free from whims and parochial prejudice.—*Atlantic Monthly*.

His report is surprising in the clearness and perspicuity of its state-ments, as well as in its completeness and comprehensiveness, and affords us valuable aid in determining our own procedure. * * * There is an immense amount of information about primary education, including summaries of laws, time-tables, courses of instruction, and statistics.—*London Journal of Education*.

Mr. Parsons is a trained observer; he knows how to affix its value to what he sees. Taken in connection with the companion volume on the Prussian Schools and with that by Mr. Prince, named above, these three close studies make together the clearest, most thorough and accurate report we have ever had on what is doing in these schools. They may be relied on to open some eyes that are now shut, and, we hope, to break up that national self-complacency which has for many years been the most serious obstacle to the improvement of our public schools and the public school system.—*The Independent*.

Since Matthew Arnold's classical report on French Schools to the English Parliament, there has been nothing better done than this. It is not, indeed, like Mr. Arnold's admirable work, laid out on literary lines; in form it follows that of most similar works: but so comprehensive, so well classified a presentation of facts, with apt apprehension of values, and such clear insight into the principles which govern the several methods, has seldom, if ever before, been presented to the public. These are books which will reward every teacher's study, and should be made the subject of thorough investigation by all legislators who have to do with the making of laws governing public education.—*Evangelist*.

Cloth, 8vo, Illustrated, pp. 130. \$1.00

Prussian Schools through American Eyes

Mr. Parsons was school commissioner of Rensselaer county from 1885 to 1888, when he was made United States consul at Aix-la-Chapelle. During his residence there he enjoyed special facilities and opportunities for information regarding the Prussian school system, and his report gives a detailed description of the plan of organization and the operation of the schools, which is here presented in a more compact form than any other which is available to American readers.—*New England Journal of Education*.

In short this small volume is the most complete and satisfactory account of Prussian elementary education now accessible to American teachers, and ought to be carefully studied.—*Wisconsin Journal of Education*.

It is scant praise to say that it is the best account ever written of what Prussian schools are and what they are doing, and it is certain to be the authority for many years to come.—*Educational Courant*.

Any one desiring a sufficient and clear statement of just what Prussia is doing to educate the masses of her people will find it here. Everything pertaining to the organization, classification, and instruction of Prussian schools is put forth in clear light.—*Ohio Educational Monthly*.

The report deals only with elementary education, and is of special worth because of the particularity with which it describes the system in use. The rigid and uniform practice in Prussia makes this possible, since the observer is not bothered by too much freedom of exercise on the part of the teacher. Seeing one school he sees all.—*Atlantic Monthly*.

There is much that is instructive and worth the earnest consideration of our State legislatures and our teachers of youth in Mr. James Russell Parsons's "Prussian Schools through American Eyes". The Prussian elementary school system is the oldest, and is generally admitted to be the best in Europe; Mr. Parsons shows pretty conclusively in his admirable report the marked inferiorities of the New York elementary system in comparison with it.—*New England Magazine*.

This book is just what it claims to be, and for that reason helps to fill a want long felt by American teachers interested in European school systems. Its perusal cannot fail to be suggestive because of the many differences that become apparent between Prussian and American schools. The report itself does not undertake such a comparison, except incidentally, but it necessarily takes place in the mind of anyone thoroughly acquainted with our public school system. That the Prussian schools are superior to our own in many important respects is clear. The fact that the ungraded schools of Prussia compare very favorably with the graded schools is worthy of notice. The effect of the compulsory school law is encouraging to us. The different course of study for the common schools, the more professional character of the normal schools, and the longer tenure of office on the part of teachers, are all subjects of interest and political value to us.—*F. M. McMurry, in Annals of the American Academy*.

Cloth, 8vo, pp. 91, \$1.00.

Education of Women

1. *The Education of Girls in the United States*, By SARAH A. BURSTALL, Mistress of the North London Collegiate School for Girls. Cloth 12mo, pp. 216. \$1.00.

2. *Education of Girls and Women in Great Britain*. By C. S. BRENNER. Cloth, 12mo, pp. 312. \$1.50.

These two books are based upon investigations made in 1893 in connection with the International Conference on Education. Miss Burstall was sent to America by the trustees of the Gilchrist fund, and her book is one of five published by the trustees to show the condition of education in America at that time. Miss Brenner's work was written at the same time, and for a similar purpose as regards Great Britain, but was considerably enlarged, and has been recently published. Both deal with primary, secondary, higher, and technical education. Miss Burstall's book gives chapters also to physical education and to coeducation. Both are authoritative, and will be for years the standard authorities on the education of women in the English-speaking world. Hence they are important not only for school libraries but for the individual student of education, who would know both the history of schools for women and their present conditions.

3. *Sex in Mind and in Education*. By HENRY MAUDSLEY. Paper, pp. 42. 15 cts.

"No false modesty should forbid the discussion of the vital questions so ably considered in this work."—*California Teacher*.

"A masterly treatment of a delicate subject. No paper of an equal number of pages contains more sound sense and scientific truth blended than are found in this little classic."—*New England Journal of Education*.

4. *Woman's Education and Woman's Health*. By GEORGE F. and ANNA M. COMFORT. Cloth, 16mo, pp. 155. \$1.00.

This is written in opposition to the views of Mr. Maudsley, and in reply to Dr. Clark's "Sex in Education". It defends the higher education of women from the hygienic standpoint. Dr. Comfort is widely known as long the dean of the Fine Arts College of Syracuse University, and Mrs. Comfort is an eminent physician.

5. *The Woman Question in Europe*. A series of original essays, edited by THEODORE STANTON. Cloth, 8vo., pp. 496. \$3.50.

This volume presents a series of chapters on the condition of women in England, Germany, Holland, Austria, Norway, Sweden, Denmark, France, Italy, Spain, Portugal, Belgium, Switzerland, Russia, Poland, Bohemia, and the Orient. While the education of women occupies a foremost place, there is also much as to women in the industries and the professions, and woman suffrage. The papers were originally written in six different languages, which shows how qualified the writers were to speak for their own countries.

Rare Educational Books and Pamphlets

For more than a quarter of a century we have been accumulating everything published on the subject of education, not only pedagogical books, but pamphlets, addresses, reports, catalogues,—everything printed that dealt with education. We have now a classified card catalogue of more than 10,000 titles; and not only can we fill specific orders, but we can usually tell what has been published on any given topic. We have not infrequently furnished a list of two hundred titles, when asked if we had anything bearing on a certain period in education.

In 1883, when Mr. Bardeen was in London for the first time, he examined all the stocks of the principal book-dealers in search of pedagogic material. At that time there was little call for such books, and few dealers had regarded such a line as worth attention. One famous dealer declared that he had no such books; but after Mr. Bardeen had searched out and purchased more than fifty of them, remarked casually that he had a cart-load of pamphlets upstairs he had never looked at, but that might be of that kind, as they came from the library of a leader in educational reform. The entire lot was purchased, and proved to contain almost every pamphlet on educational questions published in thirty years of contest. The duplicates alone of this collection were sold to the Bureau of Education at Washington for \$300.

Since then all catalogues of second-hand dealers and of auctions have been searched for educational titles, and everything has been purchased that seemed worth while, till we have a stock of rare pedagogical books, especially of those dealing with the history of education, much greater than has ever before been accumulated. Those forming teachers' libraries would do well to write to us as to their wants.

Of the well-known books we can usually supply a choice of editions, often first editions, and copies with the autograph, sometimes with the annotations of the author. Of the *Orbis Pictus* of Comenius we have 22 editions; of the *Janua Linguarum* 12 editions. We have the first edition of Pestalozzi's works, the 1842 edition of Herbart, etc., etc.

Our supply is unusually complete in pamphlet papers and addresses—monographs on special topics not afterwards reprinted and difficult to obtain. Some nine hundred of these are in German, and many are in French and Italian, some in such languages as Modern Greek. Those who are writing upon a subject and wish to acquaint themselves with what has already been said upon it, would do well to write to us for titles. This is too busy an age to make anew an investigation once completed and on record. We can usually give a pretty complete account of what has thus far been printed on any educational topic. A priced catalogue of 100 octavo pages with some of the more important titles will be sent for 10 cents.

We can also supply all the Reports and most of the Circulars of Information of the Bureau of Education at Washington; and we have tens of thousands of reports of the various States and cities, catalogues of colleges and schools, etc., etc., which we can supply to those wishing to fill out sets.

Bardeen's Roderick Hume.

The Story of a New York Teacher. Pp. 319. Cloth, \$1.25; manilla, 50 cts. This is one of the 22 best books for teachers recommended by Chancellor W. H. Payne in the *New England Journal of Education* for Nov., 1893. It is also one of the books described by W. M. Griswold in his "A Descriptive List of Novels and Tales dealing with American Country Life."

Roderick Hume took possession of me, and the book was finished in one sitting that lasted beyond the smallest hour. I have joined the crowd in your triumphal procession. The characters are as truly painted as any in Dickens, and the moral is something that cannot be dodged.—Professor *Edward North*, Hamilton College.

My confinement at home gave me an opportunity to read it carefully, which I have done with great delight. I can certify that it is true to life. I have had experience in country and village schools as well as in the schools of the cities. The picture is true for all of them. I know too well how self-interest, jealousy, prejudice, and the whole host of meaner motives are likely to prevail in the management of school affairs anywhere. That the people should know this and yet entrust the management of their schools to men who are most likely to be influenced by personal considerations is strange indeed.—My memory brings to mind an original for every portrait you have drawn.—*Andrew J. Rickoff*, former Sup't of Schools, Cleveland, O.

Teachers cannot fail to be greatly benefited by the reading of the book. Roderick's address to his pupils is a compendium of the best points in the highest kind of school management. Miss Duzenberrie's victory and Vic Blarston's closing remarks ought to teach lessons of warning to many teachers who are even the most in earnest about their work. Mary Lowe is a beautiful model of a teacher, and no one will be surprised that Roderick should make her his helpmate instead of his assistant. It is a capital story, and we recommend it strongly to every Canadian teacher. Each one should get a copy for himself, as he will wish to read it more than once.—Inspector *James L. Hughes*, in *Canadian School Journal*.

In the columns of *The Bulletin*, in 1878, appeared a serial story which attracted the attention of educators in all parts of the country. It was entitled *Roderick Hume*, and was professedly "the story of a New York teacher." It was written with the specific view of portraying certain phases of the modern graded school. The narrative was not designed as a satire, though a vein of humor ran through it all; nor was it to be taken as an autobiography, though the author's own experiences were more or less interwoven with it. The interest of the story increased from month to month, and widely extended the reputation of *The School Bulletin* and its editor. Letters received from all parts of the country revealed, in fact, a phenomenal interest in its outcome. * * * Subsequently it appeared in book form, and it has since held a unique place in American literature.—*The Schoolmaster in Comedy and Satire*, p. 453.

O. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF RODERICK HUME

"I got Roderick Hume yesterday. I began it in the afternoon, and finished it at my office last night at 10 o'clock. It is just like you, full of your usual candor, fearlessness, and humor. I haven't laughed so heartily in a good while as I did over your book-flight: and its other characters are all drawn *ad unguem*. Send me 100 copies, and the bill with them. I want my teachers, and directors too, to read the most enjoyable book on education I have ever read."—Sup't *H. C. Missimer*, Erie, Pa.

"We have just finished Roderick Hume a story of a New York Teacher. We began after ten o'clock at night expecting to read an hour. But the story was so life-like, so full of that interest which comes from truth well portrayed, as to chain us to the end. This book should be in every library in Arkansas and school children trained to read it."—*Southern School Journal*.

"I did not want to eat or sleep till I had read it all. One of my school directors picked it up from the table and read a page or two, and although he is a man who reads but little he begged the loan of it to read it all. He said it was so applicable to the average school-board. I shall circulate it through my county, and hope to have all my school directors read it and apply its teaching."—Sup't *C. W. Foreman*, Meeker, Colo.

"I took the book up with a cynical smile, expecting to glance through it to satisfy my conscience and the friend who gave it, and then to lay it aside, mentally requesting a waiting world to be patient until I should write *the book* of our business. But, alas! and alack! I don't think I will read it before. You certainly know teachers, and have given a sensible man excellent food for reflection. Those of us who know enough already, of course to us, it can make little difference. I acknowledge that I stick in Vanity Fair and read Sentimental Tommy without a smile or a tear, present or remotely prospective, but I revelled in Roderick Hume and shall read it again."—*S. B. Gilhuly*, Principal Reading Academy, Flemington, N. J.

"This is a novel, as the name might indicate, and it possesses the novelty of having school people, teachers, pupils, and members of boards for its leading characters. Even the much-maligned school-book agent is not left out. The action and interest of the story centre in and around the schools of a New York town, whose superintendent and lady principal are hero and heroine, and who, like all other sensible heroes and heroines, fall in love with each other and finally succeed after great difficulty in getting married, or at least impressing the reader that they will get married. It is a mighty good story, but its chief merit lies in the fact that under the guise of a novel the author shows up many of the weaknesses of our public school system, the foibles of teachers, the schemes of text-book agents, how politics and religion are used to hamper and hinder the progress of the schools, etc., etc. It is fiction with a purpose, and a good purpose too. The writer of this article picked up the book one evening and became so interested that he could not lay it aside until finished. Every teacher ought to get it, and read and re-read it."—*School Record*.

Commissioner Hume

"Mr. Bardeen is a born story-teller, and his Commissioner Hume, a story of New York schools, abounds in pathos, humor, and fidelity to human nature. As a type this story ought to be widely read, and if every school trustee in the land could read, mark, learn, and inwardly digest its moral, public education in the United States would receive a mighty uplift. Despite the fact that it is a story with a moral, it is intensely interesting from the first page to the last. Gottlieb Krottenthaler is a character that ought to live."—*Educational Review*."

"This timely little book is a decided addition to our historical literature. The author portrays the inner workings of early New York schools in a book as readable as any novel. Special stress seems to be laid upon the power of political intriguers to disperse school patronage among the highest bidders. Even the press is attacked as not always being that champion of higher education one would expect it to be. Self-interest, jealousy, prejudice, and the whole host of meaner motives that prevailed in the management of school affairs were gradually rendered of small consequence as a result of the determined stand taken against them by that marvellous man, Commissioner Hume. Truly no book shows better the good that one man can do, when all his heart and soul are in his work. There are teachers living to-day who are the counterpart of the original characters portrayed in this work, who would do well to read and profit by this delightful story. The moral of the book cannot be dodged."—*Philadelphia Teacher*.

"It is a story of New York country and village schools and county school administration in 1875. Since, however, human nature and school nature in New York does not differ much from those of her Southern sisters, and since the ways of the wily politician of 1899 are pretty much the same as those of 1875, there is scarcely an incident in the story that might not have been taken almost literally from the history of school affairs in Florida last year, and it is a safe assertion to make that there is not a teacher of any considerable experience in the State but is more or less intimately acquainted with every character in the book from 'Mute Herring' and 'Silas Jones' to 'Prof. Slack' and 'Mrs. Arabella —.' As a piece of fiction, simply, it is a work of art and absorbingly interesting to the general reader; but it is as a satire, keen and relentless, on the prevalent evils affecting school management and administration that it finds its highest value. It is a strong and wholesome book and should have a prominent place in every teacher's library and on every school official's desk. It contains more practical suggestions and hints of value to the ordinary teacher than any half dozen works on 'methods' with which we are acquainted. There's laughter, tears, instruction and warning in abundance in it, and few will take it up but like the writer hereof will hurry on to finish it at a single sitting, but not so fast, however, that he will not leave on almost every page some passages pencil-marked for future study and use."—*Florida School Exponent*.

16mo, pp. 210. Manilla 50 cts.; Cloth \$1.00

OPINIONS OF COMMISSIONER HUME

"We believe that the conditions it represents have been bettered by more enlightened educational methods, but politics are still sufficiently mixed with school questions for us to relish Roderick Hume's experiences in gaining his election as school commissioner, and the original methods he adopted in his desire to find out the real character and efficiency of the schools and teachers under his care."—*The Literary World*.

"The features that distinguished the earlier book are present in this one, and the picture it contains of the rural schools of New York twenty years ago is valuable as well as interesting. The author's quiet humor, long experience, and sound sense make this little volume well worth reading."—*Popular Educator*.

"Commissioner Hume, a story of rural New York school life in the seventies, is a book that will greatly interest teachers. We know of no work that does more to point out the evils of partisan politics in matters educational. It is a book one lays down with reluctance and resumes with avidity. It is a capital work."—*Cincinnati Public School Journal*.

"A unique story, containing not only wit, humor, instruction, and entertainment to the reader, but considerable educational history. The characters are all well drawn and represent true life. The story is of special interest to the teacher, as it gives many points in the highest kind of school management."—*American School Board Journal*.

"The story shows us rural New York in 1875, and especially its ideas and practices in education. It describes the methods of newspapers, politicians, ministers, and book agents at that time, and as an illustration of the schools and methods of teaching it is of rare interest. The school commissioner who visits the country schools in the disguise of an ignorant German pedler sees startling conditions of ignorance, carelessness, and vice. * * * Examinations for teachers were unheard of, and certificates to teachers were given by caprice. In no more convincing and entertaining way can one learn about rural schools of that day than in this story, and we are very glad that Mr. Bardeen has reprinted it."—*N. E. Journal of Education*.

"Mr. Bardeen certainly knows all about the failings of our present school commissioner system and he has written a story that is replete with many truthful comments. The story in many particulars is highly amusing, particularly those chapters leading from the preliminaries to the nominating convention through the candidate's experience's in the campaign for election. But it is quite true to nature and we know it is almost an exact reproduction of the experiences of numberless candidates for school commissioner throughout the State. Mr. Bardeen's commissioner in the concluding chapters of the story is disguised as a German pedler who knows more about good school methods than various teachers of the commissioner district. Mr. Bardeen has so completely disguised the character that the reader wonders what has become of Commissioner Hume till the last chapter is reached. The book is something of a severe but clever satire of the state school commissioner question and may do a lot of good toward improving present conditions. One thing is sure, however, and that is that it is a very readable story."—*Schenectady Union*.

Nicholas Comenius.

As Roderick Hume is a picture of the New York school principal of 1870, so Nicholas Comenius is a picture of the Pennsylvania schoolmaster of 1680, when new ideas of educational methods began to come into conflict with the old. It is a vivid portrayal of the schools, the teachers and school-officers, the institutes, the book-agents, and all the educational features of that period, and deserves a place in every collection of books on education.

From the Governor of Pennsylvania, Daniel H. Hastings.

"For the last few nights the disturbances in Luzerne county have compelled me, together with General Snowden, Adjutant General Stewart, and the Attorney General, to be in almost constant communication with our troops at Hazleton; and while sitting about the telephone and telegraph for two nights, the intervals have been occupied in reading 'Nicholas Comenius.' During that time I read every chapter aloud to my comrades, and we unanimously agreed that I should write you this letter of thanks for such an interesting and delightful contribution to our Pennsylvania literature. I have always thought the 'Vicar of Wakefield' the most charming book in our language. I now think your book comes very close to it."

From the State Superintendent of Pennsylvania, N. C. Schaeffer.

"Many books are made of nothing and for nothing and get nowhere. The book here presented is not of that class. In my judgment it is a valuable contribution to our educational literature. . . . The author of Nicholas Comenius deserves the special gratitude of those who feel an interest in rescuing from oblivion the factors that gave us our beneficent system of Common Schools."

From the Deputy State Superintendent of Pennsylvania, Henry Houck.

"Nicholas Comenius is one of the most interesting books I ever read. It is written in charming style, eloquent and tender in the tribute it pays to the pioneers in the cause of education, and yet full of encouragement and inspiration for every teacher. This book should be in every library and every home."

From the School Gazette, Harrisburg, Pa.

"Nicholas Comenius, or Ye Pennsylvania Schoolmaster of Ye Olden Time, by William Riddle, of Lancaster, Pa., is the latest addition to educational fiction. While it is being sold with such books as the Hoosier Schoolmaster and Roderick Hume, it is being compared to the Vicar of Wakefield and to the schoolmaster of Drumtochty in the Bonnie Brier Bush. . . . The volume has in it wit, humor, instruction and entertainment. Its illustrations are as expressive as those of an illustrated volume of Dickens, and there is as much flavor in it as in Roderick Hume, and as much substance as in the Evolution of Dodd."

16mo, pp. 492; 42 Illustrations. Manilla 50 cts; Cloth, \$1.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF NICHOLAS COMENIUS

From the Philadelphia Inquirer.

"The old order changeth, giving place to the new, and God fulfills himself in many ways.' That is the keynote of one of the most interesting works of fiction that have come before us for some time. It is called 'Nicholas Comenius, or Ye Pennsylvania Schoolmaster of Ye Olden Time,' by William Riddle of Lancaster, Pa. To call it a work of fiction is not strictly correct; it is in reality an historical story of romantic interest, dealing with the inception and progress of the free school system in this State. Interwoven with the history and the struggles of Robert Rayland, the 'new teacher', is the story of his love for Hannah Benton, which lights the pages with a warmth of color and personal interest that adds greatly to the interest of the work."

From the Philadelphia Intelligencer.

"This volume, dedicated 'to the few old schoolmasters who yet linger among men in the silvery halo of a ripe old age', must not be ranked as an ordinary novel, nor can it be classed with those romances that are written, like 'Uncle Tom's Cabin', for the furthering of some radical reform or the teaching of some great truth; and yet it is written for a purpose which the writer declares to be the deepening of the love and respect for the old schoolmasters of other days, to show the value of a closer study of the past methods of education, so often and so ignorantly viewed with scorn; in a word, to teach the reader to appreciate the old without depreciating the new. . . . Mr. Riddle has produced a book that should attract wide attention among those whose attention is worth having, but most of all among the workers in the educational field, where he has himself filled no minor part. The illustrations are curiously in keeping with the spirit of the text."

From Supt L. O. Foose, of Harrisburg, Pa.

"The author of Nicholas Comenius presents to us a graphic picture of the old Pennsylvania Schoolmaster as he was in the happy days of Auld Lang Syne, when he was an acknowledged power in almost every community of the Commonwealth. Mr. Riddle has done a good work in gathering up these fragments of the life work of 'ye pedagogue' of the olden time and in putting them together in such a way as to form an enchanting story of the reminiscences and exploits of this worthy class of citizens, who by their work helped to make our great State what it is to-day. This book will do much to keep their memory fresh and green in the hearts of succeeding generations."

From W. F. Zumbro, Supt of Franklin County, Pa.

"Nicholas Comenius came to my house last evening, and he and I have been close companions all day. It is indeed an intensely interesting book; the best I have read for a long time. Let me congratulate you most heartily. It is equal to the 'Hoosier Schoolmaster' or 'The Evolution of Dodd'."

From W. A. Snyder, Supt Clinton County, Pa.

"I have thoroughly enjoyed Nicholas Comenius. It is one of the most readable books I have read for many a day, and then the pedagogical truths make it a valuable book for teachers especially."

Ellis's Tales Told Out of School

"This volume is delightfully interesting and characteristic. Mr. Ellis seems at home in telling the best stories in the best manner. His actual experiences read like enchantment. If every teacher had the genius of discovering and revealing the best things of human feeling and impulse, the experiences of teaching would afford the richest materials for literature."—*Public School Journal*.



EDWIN S. ELLIS

the series of Tales Told out of School. I was especially pleased with the last one entitled 'Jo'. I read it last Sunday morning before going to church, and it has been many years since I have been so touched by a story. I decided as soon as I read it I would read it to my former pupils in No. 1. I did so yesterday morning and you cannot imagine the effect. Many of the children and some of the teachers were moved to tears. It was a very impressive lesson to the boys.

"I have been wondering if it is a true story, and if the author's real name is Edward S. Ellis, or if he does not wear the same shoes worn by the author of 'Koderick Hume'. However this may be, I am sure 'Jo' is a literary gem which will stand the test of time, and I wish to thank the author for its creation."—*R. J. Round*, sup't of schools, Elmira, N. Y.

"They are well told and will interest both teacher and pupil."—*Chicago School Weekly*.

"Edward S. Ellis is widely and favorably known as the author of a series of healthy books for the young, and for grown folk, too, who enjoy pure stories of the pranks and the adventures of mischief-loving, manly boys. The cause of this popularity is easily discovered in Tales Told Out of School, a collection of very interesting stories of boys and girls who have been his pupils at different times during a long personal experience as teacher. He evidently loves his profession, and he has dignified his office by his sincere sympathy with children, by his careful study of their characteristics, by his cordial recognition of what is noblest in their nature, and by his earnest efforts to make the school-room and its best influences a preparation for after-life in the busy world in which the highest types of men and women are so much needed for the upbuilding of a social and civil structure at once intelligent and moral. The young reader will enjoy the incidents so pleasingly told, and the old will be the better for laying aside the cares of life to indulge awhile in reminiscences of school days long since passed away."—*Philadelphia Teacher*.

16mo, pp. 240. Manilla 50 cts.; Cloth \$1.00.

OPINIONS OF ELLIS'S TALES TOLD OUT OF SCHOOL

"Tales told out of school by E. S. Ellis contains a number of short stories about schools and scholars which are graphic and point some wholesome morals."—*The Congregationalist*.

"This an interesting little volume of tales by a teacher of long experience and deep sympathy. The incidents related are all true, and they are told very simply and effectively. Altogether this is a very suggestive little volume."—*Popular Educator*.

"It contains a dozen stories of school life, breezy, entertaining, and wholesome, and very well told. The author affirms that they are nine-tenths 'simple, unvarnished truth', and the reader readily believes that as he goes on from tale to tale."—*Wis. Journal of Education*.

"School reminiscences are always interesting to the writer, but it takes a special 'knack' to tell them in a way to make them of general interest to others. The stories are of the vivid sort that will recall one's earlier days and bring back other 'tales' of other schools."—*Primary Education*.

"Ninety per cent. of these twelve tales, the author says are true. Each chapter characterizes Dick, Jack, Bill, Tommy, Joe, and Sam respectively, with characteristic incidents. Such material cannot fail to be of interest because it is of children, but they are the more so because the tales are well told."—*Pedagogical Seminary*.

"There is not a dull page in this book. The sketches of school life are delightfully drawn, and show Mr. Ellis to possess a fund of humor, combined with pathos, which would do credit to many better-known authors. All schoolmasters will find these tales well worthy of perusal."—*Educational News*, Edinburgh, Scotland.

"Extremely interesting and often amusing are reminiscences of school life which Mr. Ellis has embodied * * * The book is both entertaining and instructive, and its pictures of old-time methods in education indicate the important changes that have taken place in school management during the last half century."—*Syracuse Evening Herald*.

"These volumes are delightfully interesting and characteristic. Mr. Ellis seems at home in telling the best stories in the best manner. His actual experiences read like enchantment. If every teacher had the genius of discovering and revealing the best things of human feeling and impulse, the experiences of teaching would afford the richest materials for literature."—*Public School Journal*.

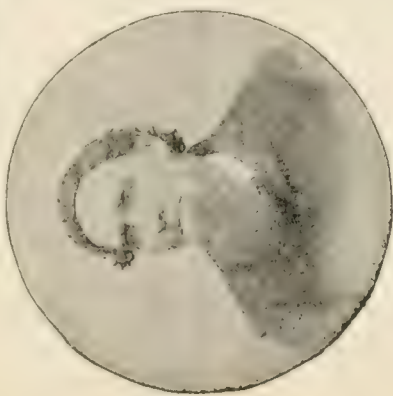
"This is a charming book. A book *sui generis*, there's nothing like it in print. The tales—and there are just an even dozen of them—are true to nature, and if the author is to be believed—and no one who makes his delightful acquaintance in this little book, would think for a moment of questioning his statements—they are true to fact as well. In the real literature that is growing up about our profession these tales will take and hold a high place. It is not only good literature, but it enforces many a valuable pedagogic lesson, and both entertains and instructs. The reading of it can hardly fail to make one a better teacher and a better man."—*Florida School Exponent*.

—THE SCHOOL BULLETIN PUBLICATIONS—

Fifty Years in the Schoolroom

"The author of this interesting book has been for fifty years a teacher and school commissioner in Onondaga county. We have known Mr. Hooper for more than twenty-five years. During this time his work has been in the immediate vicinity of Syracuse, and we have seen him frequently, in school and out. He is not only a man of scrupulous veracity, who would cut off his right hand sooner than make an intentional misstatement, but he is also characteristically methodical and accurate,—as likely as any man we ever knew to be exact in his memory of incidents that happened even fifty years ago. This narrative therefore seems to us of decided historical value. Many of the incidents here given he had told us from time to time, and it was at our suggestion that he gathered here these reminiscences of a long, an honorable, and a useful career. There are few living men able to give us truthful pictures of the school and home life of half a century ago, and the community should be grateful to Mr. Hooper for thus putting on record much that otherwise would have been forgotten and lost."—*The School Bulletin*.

JAMES W. HOOPER



"I have just finished reading it, and I am ready to read whole libraries of the same sort. It seems to me reminiscences of that kind bring to the teacher more of help and helpfulness than all the psychologies and pedagogies put together. Start some more reminiscences; but let them be written by men—or women—like Mr. Hooper, who are wise as well as old."—*John Macdonald*, editor *Western School Journal*.

"Such reminiscences are all too few."—*New England Journal of Education*.

"An unpretending narrative of the life of a useful teacher. Sketchy and fragmentary but interesting in its very simplicity."—*The Congregationalist*.

"Experiences that relate to the schoolroom are always enjoyed, and Mr. Hooper in his retrospect of seventy years has told many stories that appeal to the sympathies. He gives us glimpses of school teaching as it was in his younger days, when the school teacher boarded round. So simple and natural is Mr. Hooper's style that one feels the true ring of honesty and sincerity throughout the pages, and one longs to clasp the hand of him who has walked with our grandparents and taught our fathers and mothers."—*Conn. School Journal*.

Cloth, 16mo, pp. 80, with Portrait, \$1.00

—THE SCHOOL BULLETIN PUBLICATIONS—

Anecdotes and Humors of School Life

No department of human employment or effort, perhaps, is more rich in anecdote and incident than the school-room, and in none certainly can judiciously chosen illustrations be more effectively used. The present volume by a well-known Pennsylvania superintendent, Aaron Sheely, is therefore offered to teachers and students in the hope that its many illustrative examples may be useful in helping to enforce and impress the daily lessons of the school-room, and as a respite from severe school work.

Many teachers have found it an admirable exercise to read a short story, like many of those here given, and ask for comments on the part of the school. To give a single illustration, a teacher read to a grammar grade the story of "Diluted Milk", on page 90.

"Now, children," she said, as a smile passed around, "what is the point of this story?"

"Please Miss ——," said a little girl eagerly, "I think it is that if you cheat you are sure to get caught."

"I think the point lies in the 'sagacious,'" suggested one of the boys. "How is that?"

"Why, he asked about whether it was warm water or cold, as if there wasn't any doubt that it was water of some kind, and so the carrier-boy answered before he thought."

Thus the conversation went on for ten minutes, branching off on whether college-boys would like to live that way now, whether the hard life some of them used to live made them better scholars, whether education was worth so much sacrifice, whether "devour" was a wholly proper word to use of eating bread and milk, and so on. Perhaps no class-exercise of the day was more thoroughly profitable.

"The collection is singularly rich and varied, and the volume is a worthy contribution to the literature of anecdote."—*N. Y. Evening Post*.

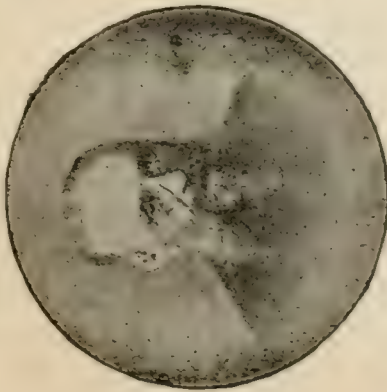
"Here we have brief incident, lively anecdote, and the flash of wit in a few lines to one or two pages. The reader familiar with books and current literature will find many things that he has seen before, but, we think, still more that he has never seen. He will probably sit down, as the writer has done, turning the leaves and laughing over old things and new, until— to his surprise—the evening is gone. This compilation—which is the only one of its kind we know of—is worthy a favorite place in the library of the teacher, or the general reader."—*Pennsylvania School Journal*.

"This collection of anecdotes, grave, humorous, and witty, is the most complete and interesting compilation of its kind it has ever been our good fortune to examine. Mr. Sheely, with rare good taste, has selected some of the most side-splitting stories we have ever read, interspersed with many of a more serious turn, so that both teacher and scholar may find profit and amusement in this volume. A strong, healthful moral tone pervades it, and it affords pleasant recreation for leisure moments."—*Bentley's Book Buyer*.

Cloth, 12mo., pp. 350. \$1.50

Quick's Educational Reformers.

Its vivacious style makes this the most entertaining of books for teachers. Dr. Wm. T. Harris says: "I have called this book of Mr. Quick the most valuable history of education in our mother-tongue." We are glad to present it in new dress, worthy of its merits.



This new edition is a careful reprint of the original London edition with the following additions:

- (1) Mr. Quick's Pedagogical Autobiography, written for the *Educational Review*, and used here by permission.
- (2) The chapter on Froebel, written by Mr. Quick for the *Encyclopædia Britannica*.

(3) Portraits, including the following:

Arnold	Goethe	Montaigne
Ascham	Jacotot	Pestalozzi
Basedow	Kant	Quick
Colet	Lavater	Rousseau
Comenius	Locke	Spencer
Fellenburg	Loyola	Sturm
Froebel	Milton	Tobler

(4) Illustrations, including the following:

Facsimile page from one of Mr. Quick's letters. Facsimile page from one of Pestalozzi's manuscripts, with notes in the handwriting of Ramsauer, Niederer, Tobler, and Krüsi. *Janua Linguarum*, 3 facsimile pages. *Orbis Pictus*, 2 facsimile pages. Pestalozzi's birth-place at Zurich. Views of Stanz, Burgdorf, Yverdon, and the schoolhouse at Birr, with Pestalozzi's Memorial. The well-known picture of Ascham and Lady Jane Grey.

(5) Translations of all the passages in French, German, Latin, and Greek, with which the book abounds.

These added translations are put at the bottom of the page and are indicated by numbers. In the chapter on Rousseau, the quotations in French make nearly as much matter as the English, so that the chapter might well serve for an exercise in learning French by parallel translation. after the methods of Ratich, Locke, or Jacotot.

(6) Side-heads, giving the substance of the paragraph.

(7) Additional notes, always in brackets.

(8) An index much extended.

16mo, pp. 420. Price postpaid in Manilla 50 cts.; in Cloth, \$1.00.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF QUICK'S EDUCATIONAL REFORMERS

This is another book of the series which has made this "Standard Library" a possibility for teachers. There is nothing new to be said of this noted book, except to commend the enterprise of the publisher in sending out this series, and the wholly satisfactory manner of its publication.—*Primary Education*.

No book upon educational men or measures has had such a sale as Quick's "Educational Reformers." No book has been so universally used in reading circles. This makes it a genuine public benefit to have it republished in good form at a low price. Mr. Bardeen is the American specialist in the reproduction of foreign pedagogical works. At \$1.00 for the cloth edition, and 50 cts. in paper, this reprint must find ready and enormous sale in the reading circle fields. This has, in addition to the original London edition of 1888, Mr. Quick's pedagogical autobiography, and his chapter on Froebel. Also upwards of twenty portraits of the educational leaders of y olden time, with many valuable fac-simile pages of letters.—*N. E. J. of Edu.*

I can very warmly commend to all teachers the little book published by C. W. Bardeen of Syracuse—Quick's "Educational Reformers." It is an excellent illustration of what may be compressed into a single volume, as well as an excellent illustration of great skill in condensation. It is one of those hand-books which contain much more than mere information. It is certainly stimulating and helpful towards all sound educational thought and activity. It ought to be on the list of every Teachers' Reading Circle in this country.—*James H. Canfield*, Chancellor University of Ohio.

This new edition of *Educational Reformers*, issued by Mr. Bardeen, is a great improvement over the previous ones and is a first-class specimen of book-making in every particular. At this late day, after the profession has accepted Mr. Quick's book as a classic, no comments upon his work are needed. This edition, we understand, has been prepared especially for the Ohio State Teachers' Reading Circle. It is a careful reprint of the original London edition, and has a great deal of new matter added, including Mr. Quick's pedagogical biography, an article on Froebel written by Mr. Quick for the *Encyclopædia Britannica*, a great number of illustrations and portraits, translations from all the quotations from foreign languages in the book, and other matter for the benefit of the reader. Every teacher ought to have this book in his library.—*The Inland Educator*.

C. W. Bardeen in his 1896 publication of the Reading Circle Edition of Quick's "Educational Reformers" offers a book which has all the worth of the original London Edition, the added charm of almost a personal interview with the author, and a letter warm from the master's hand. The facsimile pages of letters, manuscripts, and notes, the portraits of reformers, and pictures of places celebrated in educational history, make a most fascinating book. The original edition without all these arts of the skilled later day publishers, made in the 80's a winter enjoyable though spent on a prairie. To what heights will not the very soul of these great educators, means of these attractive pages to the very soul of these great educators, and there learns both theory and practice.—*Popular Educator*.

Carlisle's Ascham and Arnold

Besides the biography of Ascham in full, this volume contains selections from "The Scholemaster", with facsimile of the ancient title-page.

From Stanley's "Life of Arnold" those chapters have been taken which refer to his work as a teacher, and are published without change. Thus the book gives in full compass and at a low price all that is most important in the lives of these two great teachers.

"No better reading could be selected for the teacher, none more stimulating, none more softening, than the lives of these two men, so conspicuous for their achievement as teachers."—*The Evangelist*.



THOMAS ARNOLD, 1795-1842

"The spirit rather than the methods is what renders Ascham's Memoir valuable; but for both methods and spirit Arnold's work should be familiar to every progressive teacher. No one who reads aright can fail to be stimulated by the records of his success. Dr. Carlisle's introductions to the two divisions of the book are very happily written."—*The Chautauquan*.

"Not a new book, for it has been on Barden's inimitable list for several years, but worth recurring to just now in view of the Lane-Small episode at Milwaukee, as well as for its sterling and permanent value. 'I would rather have thrown ten thousand pounds into the sea, than lose my Ascham,' said the thrifty Queen Elizabeth, of Ascham in the sixteenth century. 'One of the noblest minds and highest characters of these days—prematurely taken from us in the midst of a career of usefulness which we believe we are guilty of no extravagance in terming unparalleled in the line of life which Dr. Arnold adopted,' was the eulogy of the 'Grand old man' of England upon the headmaster of Rugby in the nineteenth.

"Ascham's 'Scholemaster' was the first book written in the English language on educational subjects, and Ascham was one of the fathers of English prose writing. His book was the outcome of an after-dinner talk by certain members of her glorious majesty's privy council provoked by a bit of news to the effect that 'divers scholars of Eaton ran away from the school for fear of a beating.' * * * Ascham wrote in the early part of the sixteenth century, but he hits the main point as squarely as the great schoolmasters of the nineteenth did at Milwaukee. * * *

"The larger part of the book is devoted to Dean Stanley's great biography of Arnold. Every school-boy has read 'Tom Brown', but not all teachers have read the life of the man who made 'Tom Brown' possible. * * * The young teacher who is seeking for help in his daily work, who is at least as ambitious to affect the *life* of his pupils as he is to teach them to read, write, and cipher, can do no better than put himself within the spell of Stanley's admiration for Arnold; and the old pedagogue, too, may do much worse than to recur to it again and again."—*Child Study Monthly*.

Cloth, 12mo, pp. 320, \$1.50

Biographies of Great Teachers

1. *A Memoir of Roger Ascham*, by SAMUEL JOHNSON, LL.D., and selections from the *Life of Thomas Arnold*, by Dean STANLEY. Edited, with Introductions and Notes by JAMES S. CARLISLE. 16mo, pp. 252. Manilla 50 cts., Cloth \$1.

Besides the biography of Ascham in full this volume contains selections from "The Scholemaster", with facsimile of the ancient title-page. We also publish Ascham's Complete Works in four handsome volumes at \$5.00.

From Stanley's "Life of Arnold" those chapters have been taken which refer to his work as a teacher, and are published without change. Thus the book gives in full compass and at a low price all that is most important in the lives of these two great teachers.

"No better reading could be selected for the teacher, none more stimulating, none more softening, than the lives of these two men, so conspicuous for their achievement as teachers."—*The Evangelist*.

2. *John Amos Comenius, Bishop of the Moravians; his Life and Educational Works*. By S. S. LAURE. 16mo, pp. 232. Manilla 50 cts.; Cloth \$1. We publish also Comenius's "Orbis Pictus", \$3.00, and his portrait, for framing, \$1.00.

3. *An Old Educational Reformer, Dr. Andrew Bell*. By J. M. D. MEIKLEJOHN. Cloth, 16mo, pp. 182. \$1.00. We have also Southey's *Life*, 3 vols., \$10.
4. *Pestalozzi: his Aim and Work*. By Baron DE GUIMPS. Translated by MARGARET CUTHBERTSON CROMBIE. Cloth, 12mo, pp. 336. \$1.50.

5. *How Gertrude Teaches her Children*. Letters on Early Education. \$1.00; and *Emilie Michaelis and II. Keatley Moore*. Translated and annotated by EMILIE MICHAELIS and II. KEATLEY MOORE. Cloth, 12mo, pp. 183. \$1.50.

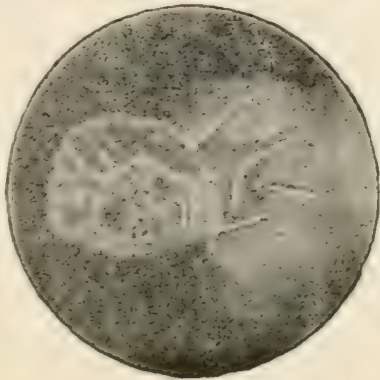
"He writes so simply and confidentially that no one can fail to understand everything in this new translation. It would be of great benefit to American youth for fathers and mothers to read this book for themselves, instead of leaving it entirely to professional teachers."—*New York Herald*.

We publish also Froebel's "Letters on the Kindergarten", \$1.50, and his portrait for framing, 25 cts.; also Hanschmann's "Kindergarten System", \$2.00, which is largely a life of Froebel.

6. *Memoirs of George Birkbeck, the Pioneer of Popular Education*. By J. G. GODARD. 16mo, pp. 258. Manilla 50 cts.; Cloth \$1.50.

7. *Horace Mann*. By WILLIAM T. HARRIS, Commissioner of Education. Leatherette, 16mo, pp. 50. 50 cts. With analyses of his 12 reports.

8. *The Educational Labors of Henry Barnard*. By WILL S. MONROE. Leatherette, 16mo, pp. 35. 50 cts.



THOMAS ARNOLD

John Henry Pestalozzi.

1. *Pestalozzi; his Aim and Work.* By BARON DE GUIMP. Translated by Margaret Cuthbertson Crombie. 12mo, pp. 336. Manilla 50 cts.; Cloth \$1.50.

Among the best books that could be added to the teacher's library.—*The Chautauquan.*

It is sufficient to say that the book affords the fullest material for a knowledge of the life of the great educational reformer.—*Literary World.*

The most satisfactory biography of Pestalozzi accessible to English readers.—*Wisconsin Journal of Education.*

2. *Pestalozzi and Pestalozzianism.* By R. H. QUICK. Paper, 16mo, pp. 40. 15 cts. A convenient summary.

3. *How Gertrude Teaches her Children;* an attempt to help mothers to teach their own children. By JOHN HENRY PESTALOZZI. 16mo, pp. 391; illustrated. Manilla, 50 cts.; Cloth, \$1.50.

The greatest of Pestalozzi's educational works is now *for the first time* published in English translation. The volume contains also "The Method; a Report by Pestalozzi to the Society of the Friends of Education, Burgdorf."

Dr. G. Stanley Hall says: "Modern education almost begins with it. It describes the regeneration of a dismal hamlet by a good teacher as the principle by which nations are made great. Fichte lit his torch here and made Germany the strongest state since ancient Rome by becoming the educational state of the world, and France has now imitated her example."

4. *Letters on Early Education,* addressed to J. P. Greaves. By JOHN HENRY PESTALOZZI. 16mo, pp. 175. Manilla, 50 cts.; Cloth, \$1.00.

These letters were first published in 1829, but have long been out of print. Their value is especially great in view of the modern movement to enlist mothers in the work of education.

5. *Portrait of Pestalozzi,* bust life-size, on paper 22 by 28 inches, suitable for framing. 25 cts. Uniform with those of Froebel, Sheldon, and Comenius.

6. *Object Lessons; or Words and Things.* By T. G. ROOPER. Leatherette, 16mo, pp. 56. 50 cts. The best book on the subject.

7. *The Pestalozzian Series of Arithmetics.* Based upon Pestalozzi's method of Teaching Elementary Number. By JAMES H. HOOSE. Boards, 16mo, First Year, *Pupil's Edition*, pp. 156, 35 cts. *Teacher's Edition*, containing the former, with additional matter, pp. 217. 50 cts. Second Year, *Pupil's Edition*, 50 cts.

— C. W. BARDEEN, Publisher, Syracuse, N. Y.



OPINIONS OF PESTALOZZI'S HOW GERTRUDE TEACHES HER CHILDREN

"Mr. Bardeen displays his accustomed foresight and good judgment in putting before American teachers a good translation of Pestalozzi's *How Gertrude Teaches Her Children*. A careful student will get more practical suggestions from this treatise than from all of Pestalozzi's other works put together."—*Educational Review.*

"You have done a great service to the teacher who reads the literature of his profession."—*Charles S. Chapin*, principal Westfield Normal.

"Permit me to congratulate you on *How Gertrude Teaches Her Children*. From page 198 to the finish it is unique and valuable."—*J. W. Davis*, secretary New York Society of Pedagogy.

"This now standard educational work needs no longer any description for the general reader. In a translation made conjointly by Lucy E. Holland and Francis C. Turner, edited with introduction and containing a full biography of the author, with notes by Ebenezer Cook, it forms a most desirable work for all teachers."—*The Chautauquan.*

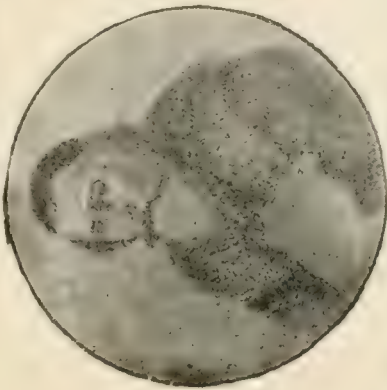
"The most important recent educational publication by C. W. Bardeen, *Teaches Her Children*, is an English translation of Pestalozzi's *How Gertrude Teaches Her Children*, remarkable as containing the complete exposition of Pestalozzi's pedagogical principles."—*The Independent.*

"An important part of Pestalozzi's method of teaching was that devoted to home instruction by the mother, under the title of *How Gertrude Teaches Her Children*. This part has been translated literally, without paraphrase and without omission, for American mothers. A long and valuable introduction by Ebenezer Cook is added."—*N. Y. World.*

"The letters in which Pestalozzi embodies his experiences and methods are translated with great feeling, and the spirit of the author is not misinterpreted by the limitations of one translator. The editor's preface indicates the educational revolution which was general at the time Pestalozzi was at his work, and finds Ruskin, Maurice, and Rossetti struggling with the same social evolution. Pestalozzi may be more generously and conscientiously studied by all educators, and none should offer criticisms based on ignorance of his actual accomplishments. The editor of this new volume of Pestalozzi literature takes occasion to correct the mistranslation which has too generally been accepted of the word *Anschauung* as interchangeable with Pestalozzi, and by no means confined to the more external phrase, 'sense impression'. Those teachers who have travelled in Switzerland will find the notes in the appendix of great interest, as they will be able to follow the Swiss reformer from station to station of his work. Pestalozzi's Leonard and Gertrude has appeared in several editions, and is considered an essential part of every teacher's library; but there is very little in it pertaining to teaching. It is mostly a story of German peasant life, interesting because it made Pestalozzi famous. But for some reason the sequel, *How Gertrude Teaches Her Children*, has been neglected. * * * No more entertaining and instructive pedagogical work than this has ever appeared, and teachers are urged to secure a copy at once."—*Kindergarten Magazine.*

John Amos Comenius.

1. *John Amos Comenius, Bishop of the Moravians, his Life and Educational Works.* By S. S. LAURIE. *Reading Circle Edition.* Cloth, 16mo, pp. 272. \$1.00.



This edition differs from those hitherto published (1) in being indexed by head-lines, (2) in the insertion of five portraits, and (3) in the addition of a bibliography, with fifteen photographic reproductions of pages from early editions of his works. The core of the book is the account of *The Great Didactic*, pages 73-153, the best treatise on Method ever published, at once broad, sound, and suggestive, and practically helpful. As a contribution both to the history of education and to its theories this book occupies a unique place, and is indispensable in even a small library of teachers' books.

2. *The Orbis Pictus of John Amos Comenius.* Cloth, 8vo, pp. 232. \$3.00.

This beautiful volume is a reprint of the English edition of 1737, but with reproduction of the 151 copper-plate illustrations of the original edition of 1658. A copy of the rare original commands a hundred dollars, and this reprint must be considered a most important contribution to pedagogical literature. *The Orbis Pictus* was not only the first book of object lessons, but the first text-book in general use, and indeed, as the *Encyclopædia Britannica* states, "the first children's picture-book."

The book is a beautiful piece of work, and in every way superior to most of the fac-similes we have so far been presented with.—*N. Y. World.*

We welcome this resurrection of the *Orbis Pictus*, which has lain too long in suspended animation. The master-piece of Comenius, the prince of European educators of the 17th century, was the greatest boon conferred on the little ones in primary schools.—*Nation.*

The old wood illustrations are reproduced with absolute fidelity by a photographic process, and as the text follows closely letter by letter the old text, the book is substantially a copy of the rare original.—*Literary World.*

3. *The Place of Comenius in the History of Education.* By NICHOLAS MURRAY BUTLER. Paper, 16mo, pp. 20. 15 cts.

4. *The Text-Books of Comenius.* By WM. H. MAXWELL. Paper, 8vo, pp. 24. 29 Illustrations. 25 cts.

Everyone who feels that he cannot afford that beautiful volume, the *Orbis Pictus*, should invest a quarter in this, and find out what Comenius did.—*Educational Courant.*

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF LAURIE'S LIFE AND WORKS OF COMENIUS

"It is of all our educational books of the English-speaking race the one which best saves us from reproach in Germany and abroad. It is the most thorough piece of scholarship and research among English-speaking students of education in this generation. Professor Laurie's service to education in presenting us with the product of so much labor is incalculably great. It is not only a classical book with scholars in Comenius's own country. It is also a book which cannot be neglected by English University scholars. It is a work of historical and philosophical literature, and through it the aims of education, and the significance of the study of the works of educationists, begin to be seen by those who, in the first instance, are approachable in no other way."—*Foster Watson in Ed'l Review.*

"It is in excellent dress, and you have added largely to its value in reproducing those title-pages and portraits and in giving the bibliographical references at the close. *It should be in every teacher's library*, for it is one of the best books on education printed in the English language."—*Will S. Monroe, Westfield Normal.*

"The copy of Laurie's Comenius has been received, and I am so well pleased with it that I have added it to the Second Year in the Course of Professional Study for teachers, as provided by law in this State."—*Virgil A. Lewis, State Sup't, Charleston, W. Va.*

"Dr. Laurie's sketch of Comenius has been republished by several firms, but the latest edition is enriched by a valuable bibliography prepared by Mr. Bardeen, the publisher, and hence it is but scant justice to say that this edition surpasses all others of this great work. It is time more attention were paid to the history of education, and this is the only full and complete account in English of the work of that great reformer. Dr. Laurie's work is the standard, and Mr. Bardeen's contributions to the subject are invaluable. He is probably the only man in the United States able to write so full, satisfactory, and complete an account of the various editions of Comenius's writings. Read and study the life of Comenius and buy no other edition but this, because it is full, it is complete, it is neat, it is handy and it is cheap."—*Educational Courant.*

"There are not many of the world's great men who have been distinctively educators, and of these few Comenius stands forth as clearly the leader. If there is any one man of whom teachers now must know in order to be 'classic' in the educational sense, that one is John Amos Comenius. It has not been easy to get a life of this pioneer. Many circumstances made it difficult to present a complete account of the man. It required a peculiarly discriminating mind to do this, and Mr. Laurie, who is the best educational writer from the purely pedagogical standpoint, with a conservative flavor, that we have in this day, was the one man to give us the desired life of the great Moravian bishop. It is a book to own as well as to read. Mr. Laurie's style and method lend a charm to the work that it could not have from any other pen. While he seeks to present Comenius as he was rather than as he would have him, he has done it in such a way that it is easy to know what Mr. Laurie himself thinks. Mr. Bardeen is doing the profession a service in many ways, but in few things has he made us more his debtor than in the publication of this work."—*New England Journal of Education.*

The Orbis Pictus of Comenius.

This beautiful volume, (Cloth, 8vo, large paper, top-edge gilt, others uncut, pp. 197, \$3.00) is a reprint of the English edition of the 1727, but with reproductions of the 151 copper-cut illustrations of the original edition of 1658. A copy of the rare original commands a hundred dollars, and this reprint must be considered the most important contribution to pedagogical literature yet made. It was not only the first book of object lessons, but the first text-book in general use, and indeed, as the *Encyclopædia Britannica* states, "the first children's picture-book."



EXTRACTS FROM CRITICISMS.

The book is a beautiful piece of work, and in every way superior to most of the fac similes we have so far been presented with.—*N. Y. World*,

C. W. Bardeen, of Syracuse, has placed lovers of quaint old books under obligation to him.—*N. Y. Sun*.

We welcome this resurrection of the *Orbis Pictus Sensuum Pictus*, which has lain too long in suspended animation. This master-piece of Comenius, the prince of European educators in the 17th century, was the greatest boon ever conferred on the little ones in primary schools.—*Nation*.

Comenius's latest editor and publisher has therefore given us both a curiosity and a wholesome bit of ancient instruction in his handsome reprint of this pioneer work.—*Critic*.

The old wood illustrations are reproduced with absolute fidelity by a photographic process, and as the text follows closely letter by letter the old text, the book is substantially a copy of the rare original.—*Literary World*.

It would be impossible to find an educational work which would exercise a stronger fascination upon the minds of the young.—*Am. Book-maker*.

The reproduction gives an excellent idea of the work and makes a most interesting volume for reference, especially as an illustration of the customs, manners, beliefs, and arts of the 17th century.—*Independent*.

Every educational library must have a copy of the book, if it wishes to lay any claim whatever to completeness, and as the edition is limited, orders should be sent early. We say right here that twenty-five dollars will not take our copy unless we are sure we can replace it.—*Educational Courier*.

C. W. BARDEEN Publisher, Syracuse, N. Y.

Meiklejohn's Life of Andrew Bell.

An old Educational Reformer, Dr. Andrew Bell. By J. M. D. MEIKLEJOHN, professor of the theory, history, and practice of education in the university of St. Andrews. Cloth, 16mo, pp. 182. \$1.00.



Teachers of this generation can hardly realize what a power the monitory system was in the history of the first third of this century. It was the subject most debated when teachers met together and in the educational journals of the time. It was supposed to have revolutionized teaching, and in this country as well as in England and elsewhere its influence was enormous. Dr. Andrew Bell, its founder is buried in Westminster Abbey, his tablet being one of the first that meets the eye of the visitor. He left a fortune of a million dollars to educational uses, and founded the chairs of education in the universities of Edinburgh and St. Andrews.

Hitherto his biography could be obtained only in the three enormous volumes of 2,000 pages by Robert Southey; but Dr. Meiklejohn, who occupies at St. Andrews the chair Dr. Bell founded, has written this memoir, which is as sprightly and interesting as the big compilation of Southey's is dreary and dull. He tells of Dr. Bell's college life, of his going to Virginia to be a tutor; of his shipwreck on his return voyage; of the duel he fought, when, being short-sighted and excitable, he fired at the seconds instead of his opponent; of his being offered \$2,500 to vote for one candidate and immediately voting for the other; of his journey to India, where he was put in charge of an orphan school for boys; of his difficulty in finding teachers, and his discovery of the plan of mutual instruction; of the enormous success that this plan met with, first in India, and afterward in Great Britain and throughout the world.

Incidentally Prof. Meiklejohn tells much of the state of education at the time Dr. Bell began to introduce his system, when in Ireland for instance, the boy who had written the best copy was ordered by the master to pull the hair of the boy who had written the worst, and so to do until they arrived at their seats in the school again. It was one of Dr. Bell's correspondents who speaks of the death of a schoolmaster in Swabia who had superintended a seminary 51 years with severity; had given 911,500 canings, 124,000 floggings, 209,000 custodies, 136,000 tips with the ruler, 10,200 boxes on the ear, 22,700 tasks by heart, 700 stands upon peas, 600 kneels on a sharp edge, 500 foolscups, 1,700 holds of rods.

In short the volume is a vivacious and interesting history of the time, as well as the best biography of one of England's most eminent teachers.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Fröebel and the Kindergarten

1. *Autobiography of Friedrich Fröebel*. Translated and annotated by EMILIE MICHAELIS and H. KEATLEY MOORE. Cloth, 42mo, pp. 183. \$1.50.

Useful and interesting, * * * among the best that could be added to the teacher's library.—*The Chautauquan*.



There is no better introduction to the Kindergarten.—*Wisconsin Journal of Education*, Sept., 1889.

2. *Fröebel's Letters on the Kindergarten*. Translated from the German edition of 1887 by EMILIE MICHAELIS & H. KEATLEY MOORE. Cloth, 12mo, pp. 331. \$1.50.

It would be an everlasting loss if the treasures which lie in Friedrich Fröebel were allowed to perish. He is a jewel, a pearl of price.—*Adolph Diesterweg*.

3. *The Kindergarten System, its origin and development as seen in the life of Friedrich Fröebel*. Translated and adapted from the work of ALEXANDER BRUNO HANSCHMANN by FANNY FRANKS. With an appendix on "The Education of Man". Cloth, 12mo, pp. 268. \$2.00.

Hanschmann's account of the life and work of Friedrich Fröebel is the most complete that has thus far been given us. * * * It certainly helps us far better than any other to understand the genesis of the Fröebelian idea. Kindergarten students and teachers who cannot read the book in the original therefore should be very grateful to Miss Franks for having brought its contents within their ken.—*London Journal of Education*.

4. *Child and Child-Nature*. Contributions to the understanding of Fröebel's Educational Theories. By the Baroness MARENHOLTZ VON BUELOW. Cloth, 12mo, pp. 207. \$1.50.

It is a fit companion to the Autobiography and the two are published in the same style—a capital idea—and a royal pair of volumes they make.—*Educational Courant*.

5. *The New Education*. By Prof. J. M. D. MEULEJOHN. Leatherette, 16mo, pp. 47. 50 cts. Contains an account of Fröebel's life, work, and principles.

6. *The Kindergarten System*. Principles of Fröebel's System, and their bearing on the Education of Women. Also remarks on the higher education of women. By EMILY SHREFF. Cloth, 12mo, pp. 200. \$1.00.

7. *Essays on the Kindergarten*. Being a selection of Lectures read before the London Fröebel Society. Cloth, 12mo, pp. 175. \$1.00.

8. *Primary Helps*. By W. N. HALLMANN. A Kindergarten Manual for Public School Teachers. Boards, 8vo, pp. 58, with 15 full page plates. 75 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF FRÖEBEL'S AUTOBIOGRAPHY

"Its importance claims for it a place in every teacher's library. Mr. Bardeen himself has written the preface to the American edition, and he has done it well, as he does everything he undertakes."—*Ed'n News*.

"This autobiography is written in a simple, happy manner, very illuminating as to Fröebel's nature, on almost every page unconsciously revealing much that he does not say."—*Springfield Republican*.

"This volume, which contains two autobiographic letters and some supplementary matter, is altogether the most attractive and satisfactory book we have yet had upon the personality of Fröebel, and it is well appointed with notes, bibliography, and chronology."—*The Atlantic Monthly*.

"The letters are charming in their candor, and in the glimpses they give of the writer's inner life. We see the struggles of an ideal nature to break away from all the restraint of an uncongenial educational environment and to develop a logical system."—*J. W. Ewing*, in *Post Graduate and Wooster Quarterly*.

"These two books [Fröebel and Pestalozzi] recently from the press of that enterprising and discriminating house of C. W. Bardeen, are the last and not the least important contribution to American pedagogical literature. The professional library is incomplete without them. The works are what is indicated fully by titles, and presented in a tasteful and workmanlike manner."—*Colorado School Journal*.

"These recollections and explanations of Fröebel, by himself, will be read with deep interest by advocates of the 'kindergarten' system of education, of which Fröebel was one of the founders, for they show how the system had its origin. Fröebel was an abused, unhappy child, whose education came largely through chance endeavors of his own and through contact with other children. He theorized a great deal about education, but only on the basis of experience, so his sufferings in childhood became of ultimate benefit to innumerable little ones. He writes so simply and confidentially that no one can fail to understand everything in this new translation. It would be of great benefit to American youth for fathers and mothers to read this book for themselves instead of leaving it entirely to professional teachers."—*New York Herald*.

"A short time since we called attention to the new life of Pestalozzi, published by Mr. Bardeen, and now we have an even more interesting book from his busy press. We confess to finding this the most interesting pedagogical book we have read in many a day, and having once begun it could not lay it aside until we had finished it. Now that we have read it we place it on the shelf of honor where only the choicest spirits and mightiest masters are permitted to have a place. We think it would be ungrateful not to call attention in this connection to what Mr. Bardeen is doing for the educational world in the way of furnishing literature. He publishes more and better educational books than any other house in this country, and they are always of the best. We owe it to our calling to reward him for thus serving us."—*Educational Courant*.

Herbart's Letters and Lectures

"It will be heartily welcome as a valuable addition to Herbartian literature in English. Here we have the six letters which have been preserved, written by Herbart to Herr von Steiger, whose sons he tutored shortly after he finished his university studies. Part of the contract was that he should make a monthly written report of the progress of the three boys, and most faithfully did he fulfil it. These letters show him a true teacher, who looks at his work in a large way, and studies the needs and characters of his pupils. One learns from these letters what Herbart meant by a truly educative instruction. As these Letters were Herbart's earliest writings on education, so the Lectures on Education, which make up the rest of the volume, were almost his latest, being the notes for the pedagogical lectures which he delivered at Göttingen in 1835, after he had served for a quarter of a century at Königsberg, where he was Kant's successor. The translators are well known, as they gave us in English dress the Science of Education, Herbart's systematic presentation of his theory. This volume throws great light upon the more important parts of that treatise, and students will find here a great help to a full understanding of it."—*Wisconsin Journal of Education*.



JOHANN FRIEDRICH HERBART
1776-1841

"Herbart's following in Germany is already so large that there are no less than nine periodicals devoted to spreading his principles of education. In America, too, his influence is on the increase. The reason is not far to seek. Herbart is the only educator of modern times who has given us a complete system of education based on a unified system of psychology and ethics. Of especial interest are the letters in this volume written while he was engaged as tutor, because in them we see more of the man's personality and watch his philosophy gradually shaping itself in his mind."—*Popular Educator*.

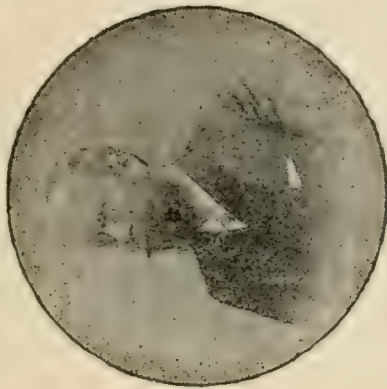
"A list of five names of the greatest leaders in the modern science, theory, and practice of education would surely include that of Herbart. Whatever rank he may have held in this list it is doubtless true that he has lately grown in favor both in England and America. The Germans would rank him higher than we do, but our interest is sufficient to welcome a volume of translations from his *Letters and Lectures on Education*. His earlier work on the Science of Education was written early in his life, and expresses chiefly theory. These letters and lectures express rather the result of his experience, and explain how he would have applied his principles in daily work."—*Inland Educator*.

Cloth, 12mo, pp. 258, \$1.75

Rein's Outlines of Pedagogics.

This is a translation of the standard German text-book of the Herbartian system, and is the *only complete* edition. The present discussion over this system and its widening adoption make this book an absolute necessity to the teacher. Note some commendations:

"If we mistake not, this work will do more for Herbart in America than anything that has hitherto appeared. It is clear, as translated Herbart has not always been; it is inspiring as few translations of modern German pedagogics have been. Few recent professional books deserve so universal an American reading."—*N. E. J. of Ed'n*.



"The German original of this book was noticed in the *Educational Review* for April, 1891, and a very favorable judgment passed upon it. In its English dress it is heartily welcome. The translation is remarkably good, the difficult subject of technical educational terms being handled with especial skill. Mr. Van Liew has also done wisely in including in his version the portions of the first edition of the original that were omitted, largely from considerations of space, in Dr. Rein's own revised edition.

"The translator's notes are also helpful. He is particularly happy in his discussions, from the English and American point of view, of concentration and co-ordination (pp. 116, 135), and of the formal steps of instruction (pp. 146, 157). These notes will help the American teacher to a clear understanding of the essential points in the Herbartian practice.

"Persons desiring to purchase this book should bear in mind that the edition under notice is the authorized one, being brought out in this country by arrangement with the English publishers. This warning is necessary, as a firm of guerilla publishers, whose high notions of morality in education do not appear to find application in the field of business, are advertising a reprint which is both mutilated and pirated, though owing to the unfortunate condition of our copyright law they cannot be prosecuted."—*Prof. Nicholas Murray Butler, in Educational Review, Jan., 1894*.

"Although the volume has become familiar to the educational public, I wish to express my appreciation at the appearance in English of this most worthy volume. As is claimed, it forms the best introduction to Herbartian doctrines which has yet come into my hands. The insight of Dr. Rein is penetrating, while the lucidity of his pen puts him in easy communication with the reader. Indeed, the author is clear in his exposition of Herbart, and sound in the few advances which he ventures beyond the master.—*Prof. Edward F. Buchner, Yale University*.

16mo, pp. 232, Cloth, \$1.25; Manilla, 50 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Teaching as a Business

This gives in one volume the following addresses: (1) The Teacher as He Should Be (New York State Teachers' Association, Saratoga Springs, 1892). (2) Teaching as a Business for Men (National Educational Association, Saratoga Springs, 1885). (3) The Teachers' Commercial Value (New York State Educational Association, Saratoga Springs, 1885). (4) Fitting Teachers to Places (American Institute of Instruction, Montreal, 1897).

"Mr. Bardeen can get more wit and wisdom into an educational address than any other writer in this country, and these addresses in this volume show him at his best. To young teachers especially we commend this volume, though the teacher of experience may enjoy the bright things and sound sense in which these four addresses abound."—*Journal of Pedagogy*.

"It would be difficult to find in an equal number of pages any more wholesome, entertaining, and inspiring reading for a teacher."—*Western Teacher*.

"It will not leave any reader unstirred, it is so direct, vigorous and practical in its treatment of a practical and greatly neglected theme. Not that school men have no experience and no thoughts on this theme, but few of them—we might even venture to say none except Mr. Bardeen—have set them down for the stimulation and guidance of others."—*Wisconsin Journal of Education*.

"Mr. Bardeen strikes a note which unhappily is seldom heard in academic circles. The statement that in a few years a doctor's degree will be demanded of applicants for high school positions is current, but little has been said about the man who is to have the degree. There is a distinct tendency toward the exaltation of scholarship, regardless of the fact that the ultimate value of any teacher rests upon his worth as a man. The great educators never have been and never will be the great scholars, and we need educators far more than scholars."—*The Critic*.

"The book is exceedingly readable, abounding in anecdote and illustration, some of it being rather rough and ready; and it is permeated throughout with good humor and good sense. Mr. Bardeen has no illusions and does not indulge in glittering generalities, but talks right out his own thoughts, which are based upon his own experience, and which, therefore, are in refreshing contrast to the platitudes in which most 'Educationists' so frequently indulge."—*New York Commercial Advertiser*.

"It would not be easy to place one's hand upon four addresses upon education written by one man since the days of Horace Mann so sensible, so readable, so vigorous, so keen, as these. In thought, in illustration, in phrasing, in humor, they are practically matchless in modern educational issues. Since Mr. Bardeen's charming story of 'Roderick Hume', it has been very generally regretted that the cares of an active business prevented his giving the public the advantage of his literary and professional genius, and this wholesome volume will be welcomed by many a professional admirer, as well as by his personal friends. *Teaching will be a better business because of this book.*"—*New England Journal of Education*.

16mo, pp. 186. Manilla, 50 cents; Cloth, \$1.00

OPINIONS OF BARDEEN'S TEACHING AS A BUSINESS

"It abounds in common sense."—*The Congregationalist*.

"It is a gem well worth the study of any teacher. I sat down last night at 8 o'clock and read it through from beginning to end."—*John R. Kirk, State Sup't Public Schools, Mo.*

"This little volume is worth its weight in gold to any teacher or anyone else, for that matter. The person who reads it and finds at the end of a year that it has not been worth dollars to him, is beyond help."—*Education Extension*.

"It is a good thing to own this book, to take it up when things look hazy and unsubstantial; that is, things in the school world. There is a bright incisiveness on every page that seems to cut knots and show things as they are."—*Primary Education*.

"It would be unnecessary to tell anyone who has heard Mr. Bardeen speak that these addresses are full of common-sense, tersely and humorously expressed. The book should be read by all teachers,—the contents will do them good."—*Western School Journal*.

"You seem to be the proprietor of an inexhaustible mine of good common sense. It is but recently that I have had my attention called to your excellent writings and talkings, and everything that I have seen from you awakens a hearty response in my pedagogic sensorium. I like to know about men who treat the educational problem in your way. We have too few of them."—*Carl C. Marshall, Editor Learning by Doing, Battle Creek, Mich.*

"Teaching as a business consists of four addresses delivered by this witty, shrewd, and capable school-man, editor, author, etc., before various educational associations. * * * Mr. Bardeen has been a teacher; he knows all about the troubles, trials, and triumphs of the profession, and he knows also, as a business man, the commercial value of the teacher and how this estimate is placed, how it fluctuates, how it never reaches above a certain mark. He knows—and knows is the word—how to fit teachers to places, how to find places for teachers, for Mr. Bardeen conducts a teachers' bureau. The essays are crammed full of good suggestions and concrete examples from personal experiences that outweigh a volume of mere theorizing. The whole is brilliant with Mr. Bardeen's iridescent wit."—*Literary Review*.

"These addresses breathe enthusiasm; a genuine 'stirring up' is their aim. Each reader becomes an advocate of every principle stated, and we know of no exception. A wise physician would prescribe a reading of 'Teaching as a Business' to every worn-out teacher who applies to him during the fagging days of June. Here we boldly proclaim a 'sure cure' for cold-blooded drill masters, chronic pedagogic pessimists, and worn and discouraged plodders. Herbert, Froebel, Compayré make hard reading during the weekly teachers' meeting which has lately grown to be a part of our elementary school system. These after-school sessions come at a time when the power of close concentration is low, and it is with the knowledge of the vivifying force of Mr. Bardeen's little book that we advise principals to adopt it as a text-book in their teachers' meetings."—*The Philadelphia Teacher*.

The Teacher's Mentor.

This volume contains four famous manuals for teachers, Buckham's "First Steps in Teaching", Huntington's "Unconscious Tuition", Fitch's "Art of Questioning", and Fitch's "Art of Securing Attention". It may be safely said that no single volume ever published will do more to assist and to inspire. It is a volume of 274 pages. Price in cloth \$1.00; in manilla, 50 cts.

Of BUCKHAM'S "FIRST STEPS", the following testimony will indicate the recognized importance.

It is a work of great value to the young and inexperienced teacher. It discusses the principles of the teacher's art in a manner which is at once simple and practical, without attempting to give a metaphysical discussion of them.—President W. J. Milne, New York State Normal College.

Admirably adapted to direct and help young teachers in organizing and managing a school. It is full of plain, pointed, and practical suggestions. * * * For the use I have spoken of I do not know of its equal.—Principal F. B. Palmer, Fredonia Normal.

If there be another book to compare with it in practical usefulness we have not seen it.—*Public School Journal*.

A model of condensation and hard sense, and a thoroughly trustworthy guide for the beginners in educational work.—*Iowa Normal Monthly*.

Its chapters of suggestions on specific points make this little manual a priceless *valde necum* for all inexperienced teachers.—N. C. Advocate.

It is simple, it is practical, it is suggestive, it is wonderfully minute in detail. In short, it anticipates all the difficulties likely to be encountered, and gives the beginner the counsel of an older friend.—*Utica Herald*.

Of HUNTINGTON'S "UNCONSCIOUS TUITION", A. E. Frye, the well-known teacher and author, says: "I wish something might be done to bring it to the knowledge of teachers everywhere. *It is the first book to put into the hands, head, and heart of every young teacher*. I know of no gift of equal value to bestow upon a young person undertaking the instruction of little children." *The Ohio Educational Monthly* says: "There is nothing finer in the whole range of pedagogic literature."

Of FITCH'S "ART OF QUESTIONING", the *Christian Register* says: "Mr. Fitch, who is happily inside his subject, and clear as a bell, divides teachers' questions into three kinds: those which help the instructor to measure the knowledge of his pupil,—*experiment*; those which compel the pupil to do his own thinking,—*instruction*; and those which test this result,—*examination*. By precept and example he shows how a teacher may develop interest, may connect new knowledge with what has already been attained, may stimulate mental action, and put a living spirit into the exercises."

FITCH'S "ART OF SECURING ATTENTION" is equally bright, interesting, and stimulating, giving the teacher just the help needed to inspire life and vigor in the class-room.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Huntington's Unconscious Tuition.

This is without question the most remarkable address upon teaching ever written in America. Delivered years ago before the American Institute of Instruction, it has been reprinted again and again, and has brought help and inspiration to hundreds of thousands of teachers. From a multitude of testimonials we select the following:

"I heard the lecture when first given, have read it several times, and have given away a good many copies. I wish every teacher in the land could read it and take in its spirit."—*Charles*

Hutchins, Agent American Board of Commissioners for Foreign Missions. We may add that this Board has purchased and sent out to the missionaries all over the world more than a thousand copies, and we have frequently printed grateful letters from these missionaries expressing the delight and help it gave them.

"I have had it in mind for a long time to write you a few words in regard to 'Unconscious Tuition' by Huntington. I wish something might be done to bring it to the knowledge of teachers everywhere. *It is the first book to put into the hands, head, and heart of every young teacher*. I know of no gift of equal value to bestow upon a young person undertaking the instruction of little children."—A. E. Frye, Hyde Park, Mass.

"We give much of our space this month to Dr. Huntington's grand classic. There is probably nothing finer in the whole range of pedagogic literature. We trust everyone will read it, and we are sure that many will read it more than once."—*Ohio Educational Monthly*.

"Surely it is a masterpiece. Sometimes when reading or hearing lectures on our obligations as teachers I have felt like crying out in despair: 'Lay no more burdens upon us! Are we not already crushed beneath the weight of responsibility!' But this paper, while it reveals with singular vividness the duty resting upon us, yet carries with it such a healthful and strengthening power that it inspires determination and hope. It presents a most exalted ideal, and neglects not to speak of the means by which it is attained. It brings commendation and hope to the few who are worthy, and has also a word of encouragement for the most of us who have made as yet little progress. Such words stir the soul to its depths with its unvoiced thoughts which breathe forth a holy, sacred influence that is uplifting and purifying. At such times our eyes are opened and we see more clearly than ever before that character is the one thing that shall endure."—E. M. N., in *Ohio Educational Monthly*.

Paper, 16mo, pp. 45, 15 cts. Also the second of four monographs in "The Teacher's Mentor", cloth, pp. 274, \$1.00.

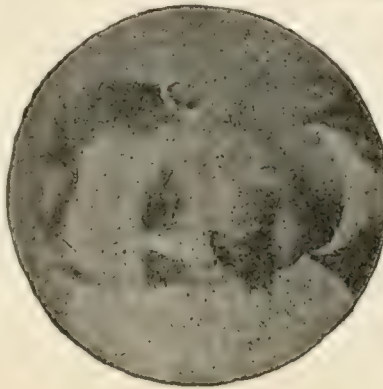
C. W. BARDEEN, Publisher, Syracuse, N. Y.



The Teacher's Critic.

This helpful handbook for teachers is made up of the two charming

little volumes by James L. Hughes, Inspector of Schools, Toronto,—"MISTAKES IN TEACHING", and "HOW TO SECURE AND RETAIN ATTENTION". They are paged continuously, and accompanied by contents and index. The help they have already given to teachers all over the country is beyond calculation, and they may still be had separately cloth-bound at 50 cts. each. But we have also added them to the Standard Teachers' Library, and they may be had bound together in one volume at \$1.00 in cloth, or 50 cts. in manilla.



"MISTAKES IN TEACHING" discusses tersely in Mr. Hughes's pleasant way over one hundred of the mistakes commonly made by untrained or inexperienced teachers. It warns young teachers of the errors they are liable to make, and calls the attention of older teachers to those they are in the habit of making. These mistakes are arranged under four heads: management, discipline, method, and manner. Sup't Newell of Maryland said of it: "This is one of the most *readable* books of the kind that I have seen. It is evidently the fruit of much careful observation and a sound philosophy. * * For young teachers I know of no book that contains the same compass so much matter directly bearing on their work and capable of being immediately utilized." The *Ohio Educational Monthly* says: "It contains more hints of practical value to teachers than any book of its size known to us," and Sup't Snow of Auburn, N. Y., "I have never seen a book of more practical value to teachers."

More than 18,000 copies have been bought by county superintendents in Iowa for use at their county institutes, and elsewhere superintendents often choose this book for their less thoughtful teachers, assured that its chatty treatment and pungent style will arrest attention and produce good results. Prof. S. N. Fellows in an article on "Normal Institutes" in the *Iowa Normal Monthly* said: "In the elementary work of the first year in didactics, *MISTAKES IN TEACHING* has been recommended. It is believed that 'the first step toward progress in any department of work is to learn to avoid the mistakes one is liable to make. Young teachers, before they begin to teach should know the rocks that lie in their course.' A hundred common and almost universal errors in school management, discipline, method, and manner, are here pointed out and corrected."

"HOW TO SECURE AND RETAIN ATTENTION" is written in the same delightfully chatty style, treating attractively and helpfully the first serious difficulty the young teacher encounters.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps to Self-Culture

This book contains in one volume *Thoughts for a Young Man*, by Horace Mann, and *Franklin's Autobiography*.

Of the first, originally a lecture delivered before the Boston Mercantile Library association in 1849, it should be enough to say that it is regarded as the most valuable and important of all Horace Mann's writings. He begins with the postulate that it is the law of nature to desire happiness, and considers both the object of pursuit and the methods of pursuing it. Health is the first duty of a young man. Not only lying lips, but a dyspeptic stomach is an abomination unto the Lord. If a young man were incited by selfish principles alone to make his appetites yield him the largest amount of gratification, he would accomplish it by temperance. Every human being is born into this world a potential universe, prospectively receptive of all sentient enjoyments, of all knowledge, of all forms of virtue. No man can read this book without inspiration to broaden his aims and put more energy into their attainment.



HORACE MANN, 1796-1859

Franklin's *Autobiography* is equally helpful. It is written in the frankest way; it tells of failures as well as of successes, and shows, as few books ever written show, how success may be achieved, and how the most may be made of one's self.

Bigelow calls it one of the half-dozen most widely popular books ever printed. McMaster says: "If it be put with books of its kind, and judged as an autobiography, it is beyond doubt the very best. If it be treated as a piece of writing and judged as literature, it must be pronounced the equal of Robinson Crusoe, one of the few everlasting books in the English language."

Dr. Green said in the *Atlantic Monthly* for February, 1871: "It is now eighty years since the death of Dr. Franklin, and during this time his *Autobiography* has been more extensively read in this country than any other historical work. It was perhaps the earliest American book that acquired any sustained popularity."



BENJAMIN FRANKLIN, 1706-1790

It was perhaps the earliest American book that acquired any sustained popularity."

16mo, pp. 241. Manilla, 50 cts.; Cloth, \$1.00

The Teachers' Guide to Correct Speech

Perhaps there is no commoner qualification in the recommendation of a teacher than the following: "With all these good points I suppose I ought to say that owing to defects in early training she often makes mistakes in the use of language." Perhaps there is no other qualification which proves such an insuperable bar to the teacher's employment. She may know her subjects well, may present them well, may be an excellent disciplinarian, may have a wholesome influence over her pupils, and yet few school boards would employ her if they knew beforehand that she was liable to frequent slips in pronunciation or in the use of words. It brands a teacher, as color used to brand a slave at the south.

It is sometimes assumed that in maturity this defect cannot be overcome. This is untrue. Often it is not overcome, but only because proper means are not taken to overcome it. *The teacher who masters this volume will make no such errors.* The book unites two manuals that cover the whole subject, and that cover it better than any other manuals that have ever been published.

HOOPER'S STUDIES IN ARTICULATION not only analyzes each sound in the language, but gives as illustrations hundreds of words commonly mispronounced. A. J. Rickoff, former superintendent of schools in Cleveland and in Yonkers, says: "It is the most useful manual of the kind that I know of. It should be in the hands of every teacher. It should be a textbook in every teachers' institute."

BARDEEN'S VERBAL PITFALLS contains 1,500 words commonly misused, including all those the use of which has been questioned by Dean Alford, G. W. Moon, Fitzedward Hall, Archbishop Trench, William Hodgson, Wm. L. Blackley, G. F. Graham, Richard Grant White, M. Schele de Vere, William Mathews, "Alfred Ayres," and many others. Hence it answers for the teacher the purpose of all of these books if he could own and consult them, with the additional advantage that the opinions of all these authors on each word are grouped under that word, and the result of the opinions, which sometimes conflict, is indicated by the type in which the word is printed, **heavy-faced type** indicating that the use is indefensible; FULL CAPS, that it is in dispute; and SMALL CAPS, that though questioned by some critics it may be regarded as legitimate. A careful study of this book therefore will make a person reasonably certain that his use of speech is correct. As a multitude of anecdotes and other illustrations are given the book is interesting as well as useful. The following is an example:

Set (for *sit*). "It is said that the brilliant Irish lawyer, Curran, once carelessly observed in court, 'An action *lays*,' and the judge corrected him by remarking '*Lies*, Mr. Curran,—hens *lay*;' but subsequently the judge ordering a counsellor to '*set* down,' Curran retallated, '*Sit* down, your honor,—hens *set*.'" But hens don't *set*, they *sit*.

16mo, pp. 297. Price postpaid in Manilla 50 cts; in Cloth, \$1.00.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF BARDEEN'S VERBAL PITFALLS

The author has made an entertaining as well as a useful and suggestive volume.—*The Commonwealth*, Boston.

The compilation seems to be edited with good taste and judgment.—*The American Bookseller*.

This little book is more rational than most of its kind. It avoids dogmatism, and it is intelligently prepared.—*The Literary News*.

Owing to an ingenious arrangement of type the book is within the limits of a small pocket volume.—*Publisher's Weekly*.

In these days of slang and careless speech there is great use for books of this kind, and teachers should have a copy lying on their desk in the school-room, ready for constant reference. The writer for the press, public speakers, and all people generally will find this little volume exceedingly valuable.—*The North Carolina Teacher*.

Mr. Bardeen is a true student of language, and not a mere verbal purist. His book embodies all that is best in other works of a similar character, and should find its way into the hands of all who desire to learn the correct use of English words.—*Evening Herald*, Syracuse, N. Y.

Our best authors sometimes make serious blunders. How, then, can ordinary individuals hope to be free from them? Such expressions as the following are clearly wrong: * * * These, and hundreds of other interesting points are dealt with in this instructive and entertaining work, and illustrated by passages from well-known authors who furnish examples of the correct or incorrect use of our language.—*The Schoolmaster*, London.

This is one of the most entertaining of the numerous books on common errors in speaking and writing, and it is, for any not omniscient reader, one of the most useful. A person who has read Grant White, or Ayres, or any one of the verbal critics, thinks he has learned much about accuracy of language, but he who has read several of them, feels that the verdict of any particular purist on any particular case may be not scholarship, but personal whim. Mr. Bardeen's book gives not Bardeen's personal opinions, but the opinions of a number of authorities, indicated by reference marks. The opinions of Worcester and Webster are also ingeniously indicated by the type used. Altogether this will be found a very interesting and useful manual.—*The Iowa Normal Monthly*.

The New York School Journal says: "The compilation of this little volume was an exceedingly happy thought of the author. Many verbal pitfalls have been pointed out to us by scores of English and American philologists, among whom are Webster, Worcester, Bryant, White, More, Gould, Swinton, Dean Alford, Whately, Bain, Whitney, Trevet, Mathews, de Vere, Fitzedward Hall, Marsh, and Ayres. These have all aided in calling special attention to the more careful use of words. But in treating the topography of the language, as it were, all of these authorities do not agree in describing the location and size of these pitfalls. Hence, our author has done a good service to philology, not in mapping out any new pitfalls of his own, but in gathering into one compact chart the conflicting linguistic surveys of others. This permits intelligent readers to largely follow their own course among such words as are dangerous to the purity of our English diction."

Hinsdale's Schools and Studies

For twenty-five years Dr. Hinsdale has been growing in power until he is recognized as in the foremost rank of American educational thinkers. As professor of the science and art of teaching in the University of Michigan and as a speaker and an author he has made his mark on this generation of teachers, and whatever bears his name is worthy of possession and of study.

This volume contains some of the best thought. It is made up of various papers and addresses under the following topics: 1. The origin of character; 2. Handling children; 3. Means and ends; 4. The specialization of studies; 5. A plea for breadth; 6. John Stuart Mill; 7. The mission of the public school; 8. Industrial education and public school reforms; 9. The nation and the States; 10. Specialization of learning; 11. The eastern question; 12. The public vs. the public schools; 13. A phase of college education; 14. Reforms in the school law of Ohio.

"Full of interesting and profitable discussion."—Dr. W. T. Harris, Commissioner of Education.

"The topics are discussed with vigor and breadth, and are the basis of sound methods and a sound philosophy."—*The Independent*.

"We have in this volume some of the most thoughtful essays we have ever read on the great subject of education."—*The Christian Intelligence*.

"Worthy to be placed in every teacher's library, every family library, and every public library of our rapidly growing country."—N. Y. *School Journal*.

"Throughout it reveals the scholarly instinct and conscientious purpose of the accomplished educator. It is a valuable contribution to our educational literature, and cannot fail to advance the cause to which the gifted author is devoted."—*The Living Church*.

"A book which every lover of pure literature may read with pleasure, and which educators should prize for its strong common-sense, its rich suggestions, and its skilful handling of difficult questions."—*The Christian Standard*.

"President Hinsdale has shown that the most hackneyed theme of the time is very far from being exhausted. He first of all emancipates himself from the traditions and the habits of the educational work, takes himself wholly out of the deeply worn ruts, and comes to the subject as if the matter were new. It is impossible to do anything like justice to a work so comprehensive."—*The Christian Leader*.

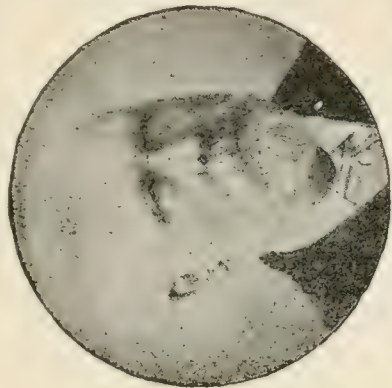
"Mr. Hinsdale's opinions are those of a man of ability who thoroughly understands his subject, and has expressed them with unusual interest and vigor. He has brought to the examination of public school methods a practical experience and a frank common-sense which give emphasis and value to his conclusions. The papers on the origin of character and on handling children are eminently wise and manly, and should be read by all fathers of boys."—*New York Tribune*.

Cloth, 12mo, pp 362. \$1.50.

The Five Great English Books.

1. *Lectures on Teaching*, delivered in the University of Cambridge during the Lent term, 1880. By J. G. FITCH, late one of her Majesty's Inspectors of Schools. Cloth, 12mo, pp. 303. \$1.25.

Mr. Quick said: "All the essentials of popularity are combined in Fitch's *Lectures on Teaching*, and this is now (and long may it continue!) one of our most read educational works." We publish also at 15 cts, each Mr. Fitch's "The Art of Questioning", and "The Art of Securing Attention"—two interesting monographs that have had wide circulation and influence.



2. *Education, Intellectual, Moral, and Physical*. By HERBERT SPENCER. 16mo, pp. 331. Cloth, \$1.00; Manilla, 50 cts.

This is incomparably the best edition of this great classic, of which Mr. Quick says, classing it with Ascham's "Scholemaster" and Locke's "Thoughts": "If a teacher does not know these, he is not likely to know or care anything about the literature of education;" and of which Compayré says: "There is scarcely a book in which a keen scent for details comes more agreeably to animate a fund of solid arguments." In this edition there are a sketch and portrait of the author, 28 pages of Notes with the principal Criticisms, and a complete Topical Analysis for Reviews.

3. *Lectures on the Science and Art of Teaching*. By JOSEPH PAYNE. Cloth, 16mo, pp. 384. Price \$1.25.

These lectures are singularly fascinating, and full analyses and indexes in this edition make it easy to collate and compare all that the author has uttered upon any topic suggested.

4. *The Philosophy of Education, or the Principles and Practice of Teaching*. By THOMAS TATE. 16mo, pp. 440. Cloth, \$1.50; Manilla, 50 cts.

This gives the application of the Science to the Art of Teaching, and is without a rival in its clear presentation and abundant illustrations. The author is not content with giving directions. He shows by specimens of class-work just what may be done and should be done.

5. *Introductory Text-Book to School Education, Method, and School Management*. By JOHN GILL. Cloth, 16mo, pp. 276. Price \$1.00.

This supplements the work of all the rest by practical directions as to *School Management*. The teacher's greatest difficulty, his surest discomfiture if he fails, is in the discipline and management of his school. That this manual has proved of inestimable help to English teachers is proved by the fact that the present edition is the 44th thousand printed.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Herbert Spencer's Education

There is perhaps no other single book that is so indispensable for a teacher to know as this. Thus Quick says of it, in his "Educational Reformers": "There are three Englishmen who have written so well that, as it seems, they will be read by English-speaking teachers of all time. These are Ascham, Locke, and Herbert Spencer. If a teacher does not know these he is not likely to know or care anything about the literature of education."



Prof. S. G. Williams says, in his "History of Modern Education": "But of all that has been written in English, during the present century, probably no pedagogic treatise has attracted more wide-spread attention, or has exerted more influence."

Gilbert Compayré says, with discrimination: "Mr. Spencer's essay, then deserves the attention of educators. There is scarcely a book in which a clean scent for details comes more agreeably to animate a fund of solid arguments, and from which it is more useful to extract the substance. However, it must not be read save with precaution. The brilliant English thinker sometimes falls in justice and measure, and his bold generalizations need to be tested with care."

It is just here that this edition differs from all others. It gives the text as published, intact, with side-heads, and a Topical Analysis for Reviews. But it adds 29 pages of notes, giving, with references to the text by page, the chief criticisms of Compayré, Quick, Joseph Payne, William H. Payne, and S. S. Laurie, thus guarding the young teacher from being misled by statements often too positive and broad. There are also numerous biographical notes, often accompanied by portraits, and historical notes when required, thus making the book one of the best illustrations of the special plan and purpose of the Standard Teachers' Library.

Prof. Hugh S. Bird, of the department of pedagogy, College of William and Mary, wrote us, March 3, 1898: "I use your editions published in the Teachers' Library in preference to any others, not only because the price makes it so I may feel easier in getting my class to buy more than the ordinary number of books, but because of the many important features they possess. I have a well worn copy of *Spencer which I have owned a great many years, but I had my class use your edition last year while I was using mine at the teacher's desk. This year I have ordered a copy of your edition for my own use, as it is the only one I know of that is at all conveniently arranged for class work.* * * * You deserve the thanks of all teachers—but especially the thanks of professors of pedagogy and kindred subjects."

16mo, pp. 331. In Manilla 50 cts., in Cloth \$1.00

Buckham's Handbook for Young Teachers.

This is emphatically a book for *beginners*, and it is a book without which no teacher should undertake a first term at school. The following commendations will show that it is a book the teacher cannot afford to do without.

I thank you for a copy of Mr. Buckham's book. I am willing to vouch for it without examination, knowing the author as I do. We shall doubtless want a number of copies for our classes.—Principal *E. A. Sheldon*, Oswego
It is a work of great value to the young and inexperienced teacher. It discusses the principles of the teacher's art in a manner which is at once simple and practical, without attempting to give a metaphysical discussion of them. I am sincerely glad Professor Buckham has undertaken this work, and I feel sure it will be appreciated by teachers throughout the country.—President *W. J. Milne*, New York State Normal College.

Admirably adapted to direct and help young teachers in organizing and managing a school. It is full of plain, pointed, and practical suggestions. * * * For the use I have spoken of I do not know of its equal.—Principal *F. B. Palmer*, Fredonia Normal.

I have read it and then read it again. It is timely, and just such a book as Prof. Buckham alone can write.—*A. B. Watkins*, assistant secretary Regents of the University.

I sent you an order for 40 copies of Buckham's First Steps in Teaching. They are received and are well liked. I am using them in my institute-work.—*Abbie Gifford*, Garner, Ia.

If there be another book to compare with in practical usefulness we have not seen it.—*Public School Journal*.

A model of condensation and hard sense, and a thoroughly trustworthy guide for the beginners in educational work.—*Iowa Normal Monthly*.

The author truly says that "teaching is a fine art, which, like other fine arts, so depends on a multitude of details that the neglect of any one of them spoils the effect of the whole, and robs even genius of half its power." In the spirit of this axiomatic truth the author deals with the important little things which every teacher should know in order to manage and teach properly. * * * It is a valuable little manual, and will be especially helpful to beginners in the profession.—*N. E. Journal of Education*.

It will be of priceless value to many a teacher. May all catch the author's earnest spirit.—*N. Y. School Journal*.

This little book, written as it is in a free and friendly manner, will be the means of steering many a young teacher around unseen and dangerous snags.—*Deaf Mute Advocate*.

Its chapters of suggestions on specific points make this little manual a priceless *valde necesse* for all inexperienced teachers.—*No. Christian Advocate*.

It is simple, it is practical, it is suggestive, it is wonderfully minute in detail. In short, it anticipates all the difficulties likely to be encountered, and gives the beginner the counsel of an older friend.—*Utica Herald*.

Cloth, 16mo, pp. 152. Sent post-paid for 75 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Williams's Outlines of Psychology.

This book gives 72 pages to Outlines of Psychology, 12 pages to Outlines of Pedagogy, 19 pages to a brief History of Education, 10 pages to How to Observe Children, 9 pages to the Literature of Psychology, 20 pages to careful Questions on the text, and 9 pages to a full Index.

The author's aim has been to make a book at once practical and helpful. It is especially fitted for normal schools and teachers' classes, for self-study, and for preparation for examinations. From a multitude of recommendations received we quote the following:

Very complete, and carefully classified.—*Educational Review*.

Should be owned and studied by every teacher in the land.—*Education*.

A convenient and suggestive hand-guide for the teacher.—*S. S. Times*.

It should be on the desk of every teacher.—*Am. School Board Journal*.

A brief, pointed, and admirable working outline of psychology.—*Va. School Journal*.

An outline of principles logically arranged that the student of psychology may use as a hand-book.—*N. Y. World*.

Just such a guide as a student needs who wishes to go thoroughly into the subject.—*La. School Review*.

It is what its name indicates, a complete and working outline of psychology for teachers' classes, normal schools and institutes, and for private study.—*New England Journal of Education*.

Sup't Williams knows that numerous band, "the teachers in the trenches", and has prepared a book to their liking—one that the average teacher can understand and get interested in.—*Southern School*.

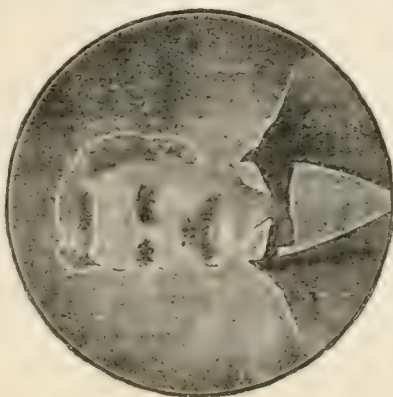
It is just the book to begin "reading up" from. It is not heavy and technical, but in a brief, live way the book outlines the main features of the science.—*Popular Educator*.

No other psychology published covers the ground it does. * * * It is the young teacher's friend, the old teacher's companion. In fact the whole thing in a nut-shell.—*Am. Journal of Ed'n*.

This is a very able work, and we recommend it to all interested in education or even in psychology. It shows great research and power on the part of the author. There is appended a list of works on education and psychology containing good and bad authorities, a series of questions on the subject matter, and a fine index. The whole work is very creditable in every respect.—*The Catholic Reading Circle Review*.

Cloth, 16mo, pp. 151. Price 75 cts., postpaid.

C. W. BARDEEN, Publisher, Syracuse, N. Y.



Psychology made Practical.

1. *Apperception or "A Pot of Green Feathers"*. By T. G. ROOPER. Cloth, 16mo, pp. 52. Price 50 cts.

This work is published at the suggestion of W. T. HARRIS, LL.D., Commissioner of Education, who says of it:

"The idea of 'apperception' is the most important fruit thus far developed by the study of the psychology of pedagogics. R. H. Quick, the eminent English authority refers in the highest terms to a short monograph on pedagogics which he had recently discovered, entitled *A Pot of Green Feathers*."

This book is a charming one, and simple enough to be understood by anybody.—*Nicholas Murray Butler*, Professor of Philosophy, Columbia college.

I appreciate the book very highly, and am perfectly willing that you should use my name in connection with it, as I heartily recommend it to every teacher. My students have really enjoyed it very much. I think I shall always have my class buy copies of the book.—*Margaret K. Smith*, Oswego Normal School.

2. *Outlines of Psychology*. By HENRY G. WILLIAMS. Cloth, 16mo, pp. 151. 75 cts.

This is especially a book for teachers' classes. It gives also Outlines of Pedagogy, of the History of Education, of the New Pedagogics, and of How to Observe Children. The Questions for Review add much to its value as a class manual.

3. *The Amendment of the Intellect*. By BENEDICT DE SPINOZA. Translated by W. HALE WHITE, with revision by AMELIA HUTCHISON STERLING. Cloth, 12mo, pp. 92. \$1.00.

This is the standard translation of one of the best-known works on psychology. Spinoza's theory was that we arrive at knowledge either (1) by hearing, (2) by experience, (3) by inference, or (4) by knowledge of the proximate cause.

4. *Report on Pedagogical and Psychological Investigation*. By WM. T. HARRIS, Commissioner of Education. Paper, 8vo, pp. 6. Price 15 cts.

5. *Child and Child Nature*. Contributions to the understanding of Froebel's Educational Theories. By the Baroness MARENHOLTZ-BUELOW. Cloth, 16mo, pp. 207. \$1.50.

6. *On Memory and the Rational Means of Improving It*. By Dr. EDWARD PICK. Cloth, 16mo, pp. 193. Price \$1.00.

7. *Sex in Mind and Education*. By H. MAUDSLEY. Paper, 16mo, pp. 42. Price 15 cts.

8. *The First Three Years of Childhood*. By B. PEREZ. With an introduction by Prof. JAMES SULLY. Cloth, 16mo, pp. 294. Price \$1.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps in Child Study.

1. *A Working System of Child Study for Schools.* By MAXIMILIAN P. E. GROSZMANN, Pd.D., late superintendent of the Ethical Culture Schools, New York. Cloth, 16mo, pp. 70. 50 cts.

This is a practical manual, giving the system actually employed at these well-known schools, with the blanks used, and many specimen reports from the files of the school. Reasons are given for the methods employed, and illustrations of the advantages derived. In a subject just now so overlaid with sentimentality by some of its advocates, it is refreshing to find a clear, sensible, practical description of work actually done.

2. *The First Three Years of Childhood.* By B. PEREZ, with an introduction by Prof. Sully. Cloth, 16mo, pp. 295. \$1.50.

This is of such general interest that it is included by the American Library Association in the list of books to be contained in every library.

"The first four chapters deal with the faculties before birth, the motor activities from the beginning of life till fifteen months, giving full and distinct examples under each period of development. Then the first perceptions, instincts, and sentiments are taken up. From chapter vi. to chapter xii. are given the intellectual tendencies. Chapter xii. is devoted to the æsthetic, and xiii. to the moral sense. Many of M. Perez's illustrations are from children under his own observation, but to these he adds examples from the observations of other scientists and psychologists who have kept records of their children's early years. Tiedemann, Sigismund, Sabish, Darwin, Professor Preyer, M. Tayne, are among the fathers quoted. From these he borrows no theories, but gives only the fruits of their real experience. * * * The order and the method of this book are thoroughly scientific, the language simple, and the style bright and interesting. After reading it one feels much better acquainted with the mysterious world of infancy through which we have all passed, but of which we have retained so little memory.—*The Evangelist*.

3. *Tiedemann's Record of Infant Life.* An English version of the French translation and commentary of B. Perez. Paper, 16mo, pp. 46. 15 cts.

This English version was made by F. Louis Soldan, superintendent of schools, St. Louis, who says: "This essay is remarkable both on account of its contents and of the influence which its publication in France has had on the study of childhood. It is a reproduction of a little work by a German writer which, I think, was written about 100 years ago, but was completely forgotten until a French translation of it appeared in 1863, in the *Journal Général de l'Instruction Publique*, by Mr. Michelan. This translation attracted much attention, and seems to have given the first impulse to a number of most remarkable monographs on the development of childhood."

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps in Nature Study

1. *How to study Nature in Elementary Schools, a flexible manual for teachers.* By JOHN D. WILSON. Cloth, 16mo, pp. 70. 50 cts.

It is not too much to say that in this manual Mr. Wilson has pointed out the right way to thousands of teachers who are following the wrong way. *The purpose of nature study is not to convey information, but to cultivate the habit of original observation and original thought.* Mr. Wilson, who is principal of Putnam school, Syracuse, has long been widely known for the nature work done in his school, and for his presentation of its principles at teachers associations. He has made the way so simple that any teacher who herself loves nature may follow it, even though at first without much scientific knowledge. He makes the teacher and the pupils learners together in this delightful field, calling for nothing that comes from books but only for what may be seen and watched from day to day. The suggestive questions are not to be answered off-hand, from memory, but to be made the subject of continued observation of plants and insects and birds and animals actually seen and watched. Nor is there any encouragement to such observation as would injure or even frighten any living thing. The children are taught to love nature and to live in sympathetic communion with it.

Mr. Wilson's manual comes from a heart that loves the work, and a successful experience of many years in carrying it on. It will point the way not only to those who have never begun this work, but to those who have begun it with mistaken ideas and who are upon the wrong track.

2. *The Young Scientist. A story of elementary geology.* By HENRY F. HEGNER. Cloth, 16mo, pp. 189, 16 illustrations. 50 cts.

This puts in the form of a story the work done by an Agassiz Association of school children that undertook to explore the neighborhood of the school with reference to geological formations. It is particularly adapted for supplementary reading, and is so pleasingly told that in schools where it is read it can hardly fail to inspire similar action to great profit.

3. *How to Teach Natural Science in the Public Schools.* By W. T. HARRIS, LL.D., Commissioner of Education. Leatherette, 16mo, pp. 66. 50 cts.

"Nothing better on the subject is accessible in so compact a form."—*The Critic*.

4. *Oral Training Lessons in Natural Science and General Knowledge.* By H. BARNARD. Cloth, 12mo, pp. 36. 75 cts.

5. *Object Lessons, or Words, and Things.* By T. G. ROOPER. Leatherette, 16mo, pp. 56. 50 cts.

The lesson on the Duck has no equal for interest and suggestiveness.

6. *A Graded Course of Instruction for Public Schools.* By W. H. WHEELS. Cloth, 12mo, pp. 200. \$1.00. Includes a course in object lessons.

7. *Limits of Oral Teaching.* By JOHN W. DICKINSON. Paper, 16mo, pp. 24. 16 cts. The standard treatise on this subject.

8. *Flores, a Botanical Game.* By MATILDA P. GOULDING. 48 Cards, 2½x3¼, with Pictures and Classification, 50 cts.

The Art of Questioning

1. *A Manual of the Art of Questioning for Training Classes*, compiled from various works, and especially from those of JOSEPH LONDON. Cloth, 16mo, pp. 92. 50 cts.

The need of a book which should cover this subject adequately and afford sufficient preparation for training-classes has long been manifest. By gathering into this volume from the various standard sources all that seemed most worthy of attention and most useful to pupils, a volume has been furnished fully covering the subject, and affording ample preparation. It treats of the importance of questioning, of kinds of questions, of forms of questions, and of qualities and treatment of answers.

"It is the most complete exposition of the subject of questioning extant in English, and, though intended for training classes, it is equally useful to teachers already in the service. A good test of the merit of the book is the treatment of the 'Socratic question.' A good deal of ignorance and misapprehension exist in regard to the method of Socrates, and as a consequence a lot of nonsense is spoken and written on the subject. The book takes the position that the reviewer has long held; namely, that the purely Socratic method is almost wholly inapplicable to the teaching of small children. * * * There is a very complete table of contents and a good index. We commend the book to teachers."—*New York Teachers' Magazine*.

2. *The Art of Putting Questions*. By W. T. YOUNG. 16mo, pp. 65. In Paper 15 cts.; in Cloth 50 cts.

The most marked characteristic of the author's style is his abundance of illustrations. At the end are 57 questions for correction, with answers in which the faults of each question are pointed out, and the correct form given. This feature is of immediate practical value.

"This is a new edition of a useful little manual of suggestions as to an art which lies near the root of educational success."—*The Independent*.

"The fault with the majority of pupils is that they do not think enough. Teachers are prone to make poll-parrots of them, teaching them only by rote, to repeat what is taught them, whereas all examinations and all questioning of any nature whatsoever should be such as would cause pupils to evolve information and gain knowledge. This desideratum depends on the methods of the teacher, and such desirable methods this book endeavors to inculcate."—*Evening Herald*, Binghamton, N. Y.

3. *The Art of Questioning*. By Sir JOSHUA G. FITCH, Inspector of Schools, England. Paper, 16mo, pp. 36, 15 cts.

"Mr. Fitch, who is happily inside his subject and as clear as a bell, divides teachers' questions into three kinds: Those which help the instructor to measure the knowledge of the pupil,—*experiment*; those which compel the pupil to do his own thinking,—*instruction*; and those which test the result,—*examination*. By precept and example, he shows how a teacher may develop interest, may connect new knowledge with what has already been attained, may stimulate mental action and put a living spirit into the exercises."—*Christian Register*.

OPINIONS OF LONDON'S ART OF QUESTIONING

"Mr. Bardeen's appreciation of the needs of teachers and how best to meet them are shown anew in this volume, the very best treatise on the subject extant, and of immediate practical help to all."—*New England Journal of Education*.

"Having lately obtained a copy of this book, and after the most careful and painstaking examination of it, I unhesitatingly pronounce it to be the best I have ever examined. After eleven years experience in the school-room, I must say this book has given me many new ideas and suggestions not obtained in my experience."—*E. M. Frost*, Territorial normal school, Edmond, Oklahoma, Nov. 24, 1899.

"From a series of the more important works on pedagogical methods the anonymous author has brought together with one another the most important precepts for the teacher to keep in mind in his questions and in his judgment of the answers of his pupils. A summary of the general point of view opens the book, showing the importance of the teacher's method of questioning as a means of conveying instruction. Then it deals with the kind and form of question, and finally with the qualities and treatment of answers. Throughout cautions as to the principal mistakes the teacher is in danger of making form a principal part of the precept. This little manual of only 84 pages is characteristic of the practical good sense with which Americans deal with questions of school management."—*Dr. Wychgram in Deutsche Zeitschrift für Aislandisches Unterrichtswesen* (translated).

"One of the most helpful and instructive writers on methods of teaching and on school management is Joseph Landon, master of methods in the Saltley Training college, England. His careful study of the principles of pedagogics and his successful experience in the training of teachers give to his opinion and his judgment the weight of authority not only in England, but also in Germany and in America. His School Management is used as a text-book in many of our best normal schools, and by teachers' classes and reading circles throughout the country.

"His late work on *The Art of Questioning* (C. W. Bardeen, Syracuse), will be found exceedingly useful to the experienced teacher as well as to the novice in the profession. It would seem, at first thought, that it must be an easy thing to ask questions, and so it is, but it is not easy to ask judicious questions—questions designed to find out how much knowledge of the subject the pupil may have, or to induce him to do his own thinking, or to test the results of his study or thought. To question efficiently is a fine art. The question must be put in language understood by the pupil; it must show that the teacher has thorough mastery of the topic or subject about which the question is asked; it must indicate what the teacher desires to learn from the pupil; it must show knowledge of the pupil's present and previous acquisitions; and it must be asked with readiness of expression, brightness of manner, and with sympathy for the pupil's mental attitude and emotional nature. This little book is exceedingly suggestive, and should be thoughtfully read and studied by every teacher who desires to become expert in the difficult art of questioning, that he may satisfy his own purpose and secure the best results from the pupil's effort to answer the questions asked."—*The Teacher*, Philadelphia.

Arrows, or Teaching a Fine Art

This series of addresses on teaching by Prof. Addison A. Ballard, of New York University, includes "The Arrow", "The Outfit", "Teaching a Fine Art", and "The Lordship of Love". That the book proves helpful and inspiring may be judged from the fact that it has already reached a third edition. Here are some opinions:

"It is truly *multum in parvo*, full of wisdom wisely uttered."—Hon. H.

L. Dawes, former U. S. Senator.

"I have read it with pleasure and examined it with care and find its style charming, its ideas on teaching correct and useful, and its general character helpful to the instructor."—*Thos. Hunter*, President Normal College, New York City.

"I have read with much interest and appreciation your delightful book 'Arrows'. The chapter upon 'Teaching, a Fine Art' naturally claimed my chief attention and admiration, not only for the soundness of its pedagogy but for the charming form of expression."—Prof. *Frederic Barker*, Clark University, Worcester, Mass.

"'Arrows', by Rev. Addison Ballard, D.D., is a little book well worth reading. It is thoughtful, instructive, and inspiring. While it is especially intended for teachers, it is by no means limited in its usefulness to professional instructors. All who aim to make life in the highest sense successful will find in its pages many helpful suggestions and much encouragement. The chapter on 'Teaching, a Fine Art' seems to me especially profitable and attractive."—Sup't *Eugene Boulton*, Pittsfield, Mass.

"For pure and classic style, clear expression, apt imagery, and practical application these essays can hardly be excelled."—*New York Observer*.

"Although what the author has to say has often been said by others before him, there is something in the crisp, bold, and unconventional way in which he repeats it, that makes it worth while for us to listen to his message."—*The Interior*.

"It would be of inestimable benefit if more of the classic words uttered by the master minds in the profession were grouped in artistic form as are these of Dr. Ballard. The book is full of strong, terse, stirring sentences. We quote a few. * * * But there are five hundred sentences equally valuable."—*N. E. Journal of Education*.

"The business of an arrow is to go straight to the mark, and the thoughts of which this little book is compacted speed on their mission with like incisive directness. It is written from the higher levels of both intellect and insight. The author has a heart-message to teachers, and delivers it with remarkable power and pertinence. Its keynote is in the following sentences: 'The mind must be made to grow evenly and in proportion; that is rounding and smoothing the arrow. It must be armed with courage and decision; that is heading the arrow. It must be guided by unerring principle; that is feathering the arrow. This trinity of training is needed to make a perfect arrow or a perfect man.'"—*Baptist Teacher*,

Cloth, 16mo, pp. 108. 75 cents

The School Room Classics

Under the above title we have published a series of Monographs upon Education, as follows, all 16mo, in paper, at 15 cts., or in cloth at 50 cts. each

1. *Unconscious Tuition*. By Bishop F. D. HUNTINGTON. Pp. 45.

"There is probably nothing finer in the whole range of educational literature."—*Ohio Educational Monthly*.

2. *The Art of Questioning*. By J. G. FITCH. Pp. 36.

"Mr. Fitch is happily inside his subject, and as clear as a bell."—*Christian Register*.

3. *The Philosophy of School Discipline*. By JOHN KENNEDY. Pp. 23.

"Clear and logical, and goes down to the very foundation."—*Utica Herald*.

4. *The Art of Securing Attention*. By J. G. FITCH. Pp. 43.

5. *Learning and Health*. By B. W. RICHARDSON. Pp. 39.

"Certainly worth many times its weight in gold."—*Eclectic Teacher*.

6. *The New Education*. By J. M. D. MEIKLEJOHN. Pp. 35.

"Absolutely the best summary we have seen of the doctrines of Fröbel in their present development."—*N. Y. School Journal*.

7. *A Small Tractate of Education*. By JOHN MILTON. Pp. 26.

"Far more important in the literature of the subject than the treatise of Locke."—*Encyclopædia Britannica*.

8. *The School Work-Shop*. By BARONESS VON MARENHOLZ-BUELOW translated by Miss Blow. Pp. 27.

"In this treatise the kindergarten view of Industrial Education receives its best exemplification."—*N. E. Journal of Education*.

9. *See in Mind and in Education*. By HENRY MAUDSLEY. Pp. 42.

"A masterly treatment of a delicate subject."—*N. E. J. of Education*.

10. *Education as Viewed by Thinkers*. Pp. 47.

This is a stimulating set of quotations, and is admirably adapted for quotations at morning exercises and on public occasions.

11. *Practical Suggestions in School Government*. By J. H. PENNIMAN. Pp. 21.

This is an interesting companion volume to No. 3, dwelling upon the practical side of the question as the former dwells upon the theoretical side. Both suggest even more than they teach.

12. *The Limits of Oral Teaching*. By JOHN W. DICKINSON. Pp. 24.

Long regarded as the standard authority.

12. *Tiedemann's Record of Infant Life*. Pp. 46.

An English version by Sup't F. LOUIS SOLDAN of the French translation and commentary by B. PEREZ.

14. *The Place of Comenius in the History of Education*. By Prof. NICHOLAS MURRAY BUTLER, Ph.D. Pp. 20.

With comparative views of Locke, Rousseau, Pestalozzi, and Fröbel.

15. *The Theory of Education*. By WM. T. HARRIS. Pp. 54.

With portraits of Rousseau, Basedow, and Pestalozzi.

Minutes of the International Conference, 1884.

I purchased the entire remainder of these Minutes, and still have on hand a few sets for sale at \$5.00 a set of four volumes, bound in cloth, octavo. Single volumes will be sold at \$2.00 a volume. A synopsis of their contents is as follows:

VOL. I. ELEMENTARY EDUCATION, 512 pages, 27 Papers. Introductory Address, with remarks by James Russell Lowell; Conditions of Healthy Education, 3 Papers; Infant Training and Teachers, 5 Papers (one by Eleanor Heerwart); Organization of Elementary Education, 3 Papers; Inspection and Examination in Schools, 6 Addresses (one by J. G. Fitch); Physical Education, 2 Papers; Teaching of Music in Schools, 6 Papers (one by J. S. Curwen).

VOL. II. TECHNICAL EDUCATION, 648 pages, 25 Papers. Technical Teaching, 20 Papers, (by Sir Philip Magnus, Earl Fortescue, R. H. Paget, Calvin M. Woodward, etc.); Subsidiary Aids to Education, 6 Papers.

VOL. III. UNIVERSITY EDUCATION, 424 pages, 17 Papers. These are all on different aspects of the subject, by such men as Henry Morley, J. R. Seeley, Cardinal Manning, Oscar Browning, and Monier Williams.

VOL. IV. INTERMEDIATE, HIGHER, AND NORMAL EDUCATION, 471 pages, 20 Papers (three by R. H. Quick, J. M. D. Melklejohn, and S. S. Laurie); Organization of Intermediate and Higher Education, 12 Papers (three by J. H. Rigg, H. W. Eve, and Prebendary Brereton).

Besides these hundred papers by writers including nearly every educational man of prominence in England, and many of those on the Continent and from America, there are full reports of all the discussions in which such men as these took part: A. Sonnenschein, H. Keatley Moore, Sydney Buxton, Sir Thomas Acland, J. H. Gladstone, Sir Thomas Brassey, J. Bryce, Prof. Bonet-Maurey, B. Buisson, Auguste Couvreur,—in short the men who direct the educational thought of Europe. So this set of books contains the most complete and authoritative statement of accepted principles of education anywhere to be found, and is a necessity to any library making pretensions to a pedagogical department.

Among those that have already purchased them are the following, besides most of the public libraries:

Colleges.—For Training of Teachers (Nicholas Murray Butler), Cornell University, University of the City of New York, St. Lawrence University, Clark University (G. Stanley Hall), Amherst College, Marietta College (Gen. John Eaton, Jr.), Ohio University, University of Nashville (W. H. Payne), University of Michigan, Muhlenberg College, Western College.

Normal Schools.—Cortland, Potsdam, Oneonta, Oswego, New Paltz, N. Y.; Trenton, N. J.; Gorham, Me.; Plymouth, N. H.; California, Indiana, Westchester, Edinboro, Pa.; Cook County, Ill.; Cedar Falls, Ia.; Winona, Minn.; Oshkosh, Wis.; Florence, Ala.

Superintendents.—A. S. Draper, Albany; W. H. Maxwell, Brooklyn; H. S. Tarbell, Providence; A. G. Lane, Chicago; John S. Erwin, Fort Wayne; Petoskey, Mich.; Des Moines, Ia.; E. H. Cook, New Brunswick, N. J.; Andrew J. Rickoff, New York.

● We have forty sets left, one of which will be sent to any address by express, on receipt of the price.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Monographs on Higher Education.

1. *Higher Education and a Common Language.* Cloth, 8vo, pp. 120. 75 cts.

This volume contains the following valuable papers:

a. *International Communication by Language.* By PHILIP GILBERT HAMERTON. Pp. 15.

b. *The Reform in Higher Education.* Pp. 17.

c. *Upper Schools.* By Ex-President JAMES McCOSH. Pp. 24.

d. *Study of the Greek and Latin Classics.* By CHAS. ELLIOTT. Pp. 13.

e. *The University System in Italy.* Pp. 13.

f. *Universal Education.* By RAY PALMER. Pp. 22.

g. *Industrial Art Education in the United States.* Pp. 15.

2. *Must Greek Go?* By JOHN KENNEDY, Sup't of Schools, Batavia, N. Y. Leatherette, 16mo, pp. 66. 50 cts.

It's a gem. I did not have opportunity to read it till yesterday, and I do not remember when I have spent a pleasanter hour. It should be read by every teacher and by every pupil. The thing that makes it especially valuable is the broad-gauge view it takes of the subject.—Inspector CHAS. F. WHEELLOCK, Canajoharie, June 18, 1894.

In this little book of 66 pages the author's reasons with clear logic and perfect fairness in favor of the retention of Greek in our institutions of learning. The language is admirable and the quotations show a rarely cultivated taste.—*Public Opinion.*

If one takes up this book expecting to find labored arguments in defence of retaining a place for the study of Greek in secondary education, he will not only find his mistake but continue to read on and on to the end, for the pleasure he finds in the attractive, original, and *alive* manner in which the subject is treated. The book is a poem written with a poet's insight, and every point in the defence of the retention of Greek is made from the view point of a cultured mind, filled with enthusiasm, and expressing itself in words at once fervid and eloquent.—*Primary Education.*

3. *The Claims of Greek.* By Prof. LEES, University of Nebraska. Paper, 8vo, pp. 12. 25 cts.

4. *Latin in High Schools.* By H. P. EMERSON, Sup't of Schools, Buffalo, N. Y. Paper, 8vo, pp. 9. 25 cts.

5. *A Small Tractate of Education.* By JOHN MILTON. Paper, 16mo, pp. 26. 15 cts.

6. *Modern Languages in Education.* By GEORGE F. COMFORT. Cloth, 16mo, pp. 40. 50 cts.

7. *Effect of the College Preparatory High School upon Attendance and Scholarship in the Lower Grades.* By C. W. BARDEEN. Paper, 8vo, pp. 5. 15 cts.

8. *High Schools.* By B. G. NORTROP. Paper, 8vo, pp. 26. 25 cts.

9. *Rural Higher Education.* By President JAMES H. CANFIELD, University of Ohio. Paper, 8vo, pp. 24. 25 cts.

10. *History of the Edinburgh High School.* By WM. STEVEN. Cloth, 16mo, pp. 590. \$2.00.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Industrial Education.

1. *A Manual of Needlework, Knitting, and Cutting Out.* By ELIZABETH ROSEVEAR. Cloth, 16mo, pp. 148. 60 cts.

This profusely illustrated manual is so explicit in its directions that it is admirably adapted for self-instruction, either by pupil, by teacher, or at home.

2. *Art Education the True Industrial Education.* By WM. T. HARRIS, LL.D., Commissioner of Education. Leatherette, 16mo, pp. 77. 50 cts.

3. *The Educational Value of Manual Training.* By WM. T. HARRIS, LL.D., Commissioner of Education. Paper, 8vo, pp. 14. Price 15 cts.

These two papers by the profoundest educational thinker of our time present powerfully the arguments against industrial education as it is often advocated and introduced. A careful line is drawn between what is and what is not the legitimate place of hand-training in our public schools. No advocate of either side of this question can afford to be ignorant of these two papers.

Current History says of the former: "The principal thought is that while toolwork or manual training, the study of natural science and applied mathematics, and general education, are valuable, yet æsthetic education—the power to perceive, understand, and reproduce the beautiful—is the true foundation of the highest success in industrial development."

4. *Aspects of Industrial Education.* By H. H. STRAIGHT. Paper, 16mo, pp. 12. Price 15 cts.

This is an argument upon the other side, by one of the strongest advocates of manual training, till his death associated with Col. Parker, at Normal Park, Ill.

5. *The School Work-Shop.* By the Baroness Von MARENHOLZ-BUELOW, translated by Miss Susan E. Blow. Paper, 16mo, pp. 27. Price 15 cts.

The Baroness Von Marenholz-Buelow is recognized as the foremost advocate of the doctrines of Froebel, to which she has indeed given fuller and more practical expression than he was able to give himself. From her point of view the work-shop in the school-room is the legitimate and necessary development of his theory of education. But while she recognizes that manual labor must be introduced, not as an end but as a means to general culture and development, she argues that laborers can demand of society no higher right than an education to labor. The argument from this point of view has never been more strongly presented, and those who would form sound ideas that they are able to defend should be familiar with this little book.

6. *Industrial Training in Reformatory Institutions.* By FRANKLIN H. BRIGGS. Paper, 8vo, pp. 13. 25 cts.

As superintendent of the State Industrial school at Rochester, N. Y., Mr. Briggs has made practical test of the value of this training, and speaks authoritatively.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Educational Addresses by C. W. Bardeen

Some Facts about our Public School System. A Plea for the Township System. An address before the New York State Association of School Commissioners and City Superintendents, Feb. 20, 1878. 8vo, pp. 32. (*Now out of print.*)

The Present Status of the Township System. An address before the New York State Teachers' Association, July 10, 1878. (*Not printed.*)

The Present Status of the Township System. An address before the New York State Association of School Commissioners and City Superintendents, Jan. 9, 1889. With an appendix containing the bill introduced in the Legislature of 1890. 8vo, pp. 60. (*Now out of print, but may be found in the report of the Superintendent of Public Instruction, State of New York, for 1889.*)

The Taxpayer and the Township System. An address delivered July 2, 1891, before the New Jersey State Teachers' Association. 8vo, pp. 15, 25 cts.

Effect of the College Preparatory High School upon Attendance and Scholarship in the Lower Grades. An address before the Department of Secondary Education of the National Educational Association, July 9, 1890. 8vo, pp. 5, 15 cts.

"*Organization*" and "*System*" vs. *Originality in the Teacher.* An address before the National Educational Association, July 11, 1890, by HENRY SABIN, State Superintendent of Iowa, with opening of the discussion by C. W. BARDEEN. 8vo, pp. 9, 15 cts.

Some Problems of City School Management. An address before the Educational Council of Onondaga, Feb. 11, 1899. 8vo, pp. 16, 25 cts.

Educational Journalism. An address before the New York State Teachers' Association, July 7, 1881. 8vo, pp. 30. (*Now out of print.*)

The History of Educational Journalism in the State of New York. A paper read July 28, 1893, before the Department of Educational Publications of the International Congresses of Education of the World's Columbian Exposition. 8vo, pp. 45, 40 cts.

Educational Journalism—an Inventory. An address before the National Educational Association, July 12, 1899. 8vo, pp. 20, 25 cts.

Teaching as a Business for Men. An address before the National Educational Association, July 17, 1885. 8vo, pp. 20, 25 cts.

The Teachers' Commercial Value. An address before the New York State Teachers' Association, July 9, 1885. 8vo, pp. 20, 25 cts.

The Teacher as He Should Be. An address before the New York State Teachers' Association, July 8, 1891. 8vo, pp. 24, 25 cts.

Fitting Teachers to Places. An address before the American Institute of Instruction, July 12, 1897. (*Printed only in the volume below.*)

Teaching as a Business. Four addresses. 16mo, pp. 154. Manilla 50 cts., cloth \$1.00. (*Containing the four last-named addresses.*)

School Issues of the Day.

1. *Denominational Schools*. Discussion at the National Association, 1889, by CARDINAL GIBBONS, BISHOP KEANE, EDWIN D. MEADE, and JOHN JAY. Pp. 71. 25 cts.
2. *The Educational Value of Manual Training*, by WM. T. HARRIS, LL.D., Commissioner of Education. Pp. 14. 15 cts.
3. *Aspects of Industrial Education*, by H. H. STRAIGHT. Pp. 12. 15 cts.
4. *Industrial Training in Reformatory Institutions*, by FRANKLIN H. BRIGGS. Pp. 24. 25 cts.
5. *Boys and how to Re-make Them*, by FRANKLIN H. BRIGGS. Pp. 30. 25 cts.
6. *Compulsory Laws and their Enforcement*, by OSCAR R. COOPER, State Superintendent of Public Instruction, Texas. Pp. 6. 15 cts.
7. *Opportunities of the Rural Poor for Higher Education*, by Chancellor JAMES H. CANFIELD, University of Ohio. Pp. 24. 15 cts.
8. *The General Government and Public Education throughout the Country*, by WM. T. HARRIS, LL.D. Pp. 8. 15 cts.
9. *Effect of the College-Preparatory High School upon Attendance and Scholarship in the Lower Grades.*, by C. W. BARDEEN. Pp. 5. 15 cts.
10. *The Relation of a Principal to the Community*, by A. B. BLONDGETT. Pp. 19. 25 cts.
11. "Organization" and "System" vs. *Originality and Individuality in the Teacher*, by HENRY SABIN, State Superintendent of Public Instruction, Iowa, with opening of the discussion by C. W. BARDEEN. Pp. 5. 15 cts.
12. *Examinations as Tests of Promotion*, by WM. H. MAXWELL, Ph.D., Superintendent of Schools, New York, N. Y. Pp. 11. 15 cts.
13. *Methods of Instruction and Courses of Study in Normal Schools*, by THOMAS J. GRAY, LL.D., former President Colorado State Normal School. Pp. 19. 15 cts.
14. *Pedagogical Chairs in Colleges and Universities*, by B. A. HINSDALE, Ph.D., Professor of Pedagogy in the University of Michigan. Pp. 11. 15 cts.
15. *University and School Extension*, by WM. T. HARRIS, LL.D. Pp. 12. 15 cts.
16. *Honorary Degrees as Conferred in American Colleges*, by Prof. CHAS. FOSTER SMITH, Ph.D., Vanderbilt University. Pp. 9. 15 cts.
17. *Report on Pedagogical and Psychological Observation*, by WM. T. HARRIS, LL.D. Pp. 6. 15 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Pamphlets on Educational Topics.

1. *Inaugural Address delivered to the University of St. Andrews, Feb. 1, 1867*. By JOHN STUART MILL. 8vo, pp. 31. 25 cts.
 2. *Boys as they are Made, and how to Re-Make Them*. By FRANKLIN H. BRIGGS. 8vo, pp. 24. 25 cts.
 3. *Industrial Training*. By FRANKLIN H. BRIGGS. 8vo, pp. 13. 25 cts.
 4. *The Management of Country Schools*. By J. B. BATSDORF. Pp. 33. 20 cts.
 5. *Principles of Teaching*. By J. T. GAINES. 8vo, pp. 63. 20 cts.
 6. *Sketches from the History of Education*. By W. N. HAILMANN. 8vo, pp. 39. 20 cts.
 7. *Literature in the Public Schools*. By F. L. PATTEE. 8vo, pp. 48. 20 cts.
 8. *The Taxpayer and the Township System*. Address before the N. J. State Teachers' Association, 1891, by C. W. BARDEEN. 8vo, pp. 15. 25 cts.
 9. *The Teacher as he Should be*. Address before the N. Y. State Teachers' Association, 1891, by C. W. BARDEEN. 8vo, pp. 24. 25 cts.
 10. *Teaching as a Business for Men*. Address before the National Educational Association, 1885, by C. W. BARDEEN. 8vo, pp. 20. 25 cts.
 11. *The Teacher's Commercial Value*. Address before the N. Y. State Teachers' Association, 1886, by C. W. BARDEEN. 8vo, pp. 20. 25 cts.
- Intelligence*, Chicago, says of the last two: "If the reader wants two spicy and sensible essays by the keenest educational writer of the day, he will find in the above what he wants."
12. *History of Educational Journalism in New York*. By C. W. BARDEEN. 8vo, pp. 45. 40 cts.
 13. *Educational Publications in Italy*. By PIERO BARBERA. Pp. 14. 15 cts.
 14. *National Education in Italy, Germany, England, and Wales*. By Prof. C. W. BENNETT. 8vo, pp. 28. 15 cts.
 15. *Modern Languages in Education*. By Prof. GEO. F. COMFORT. 16mo, pp. 40. 25 cts. Cloth, 50 cts.
 16. *High Schools*. By B. G. NORTHRUP. Paper, 8vo, pp. 26. 25 cts.
 17. *Latin in High Schools*. By H. P. EMERSON. 8vo, pp. 9. 25 cts.
 18. *Powers and Duties of School Officers*. By A. P. MARBLE. Pp. 27. 15 cts.
 19. *Aspects of Industrial Education*. By H. H. STRAIGHT. Pp. 12. 15 cts.
 20. *Education as a Department of Government*. By WARNER MILLER. 8vo, pp. 12. 15 cts.
 21. *University Degrees*. What they Mean, What they Indicate, and How to Use them. By FLAVEL S. THOMAS. 16mo, pp. 40. 15 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Books on School Management

1. *School Management*: including a general view of the work of education, with some account of the intellectual faculties from the teachers' point of view, organization, discipline, and moral training. By JOSEPH LANDON. 16mo, pp. 400. In Manilla 50 cts.; in Cloth \$1.25.

This standard work is at once scientific and practical: it gives the bearing of the facts of psychology upon the work of the teacher, and deals particularly with organization and discipline, while at the same time it contains a great many hints upon actual teaching, making a complete and helpful manual.

It has been adopted as a text-book in the school of pedagogy, Syracuse university, and in many of the largest normal schools in the country. The author has positive views, and illustrates them from actual experience, so that the book gives the teacher much food for thought, as well as direct instruction. For class use and for the teacher preparing for examination, it has no equal. It is a modern book, giving the latest views of leading authorities with the author's comments, and is adapted to the school wants of to-day. The chapters upon school discipline and moral training are of especial value as being in line with the most recent thought and the most approved practice.

2. *Hand Book for Young Teachers*. By H. B. BUCKNAM, formerly principal of the State Normal School at Buffalo. Cloth, 16mo, pp. 152. 75 cts.

This is emphatically a book for *beginners*, and it is a book without which no teacher should undertake a first term at school.

"If there be another book to compare with it in practical usefulness we have not seen it."—*Public School Journal*.

3. *The Management of Country Schools*. By J. P. BARSDOFF. Paper, 8vo, pp. 33. 20 cts. Of especial assistance to rural teachers.

4. *Introductory Text-Book to School Education, Method, and School Management*. By JOHN GILL. Cloth, 16mo, pp. 276. \$1.00.

5. *Mistakes in Teaching*. By JAMES L. HUGHES. American edition, with contents and index. Cloth, 16mo, pp. 135. 50 cts.

More than 15,000 have been used in the county institutes of Iowa, and elsewhere superintendents often choose this book for their less thoughtful teachers, assured that its pungent style and chatty treatment will arrest attention and produce good results.

6. *A Primer of School Management*. Manilla, 16mo, pp. 45. 25 cts.

7. *The School Room Guide*. By E. V. DEGRAFF. 16mo, pp. 396. In Manilla, 50 cts.; in Cloth, \$1.50.

8. *The Theory and Practice of Teaching*. By DAVID P. PAGE. 16mo, pp. 448. In Manilla, 50 cts.; in Cloth, \$1.00.

Of the last two it need only be said that they were two of the three books selected by the Examination Board of the State of New York as the text-books on which all questions upon Methods and School Management should be based in the State and Uniform Examinations for 1895, and were re-adopted for 1896 and 1897, after which no books were specified.

Landon's School Management.

This standard work, by Joseph Landon, lecturer on school management in the training college, Salfrey, England, gives a general view of education, with some account of the Intellectual Faculties from the teacher's point of view, Organization, Discipline, and Moral Training.

It is at once scientific and practical; it gives the bearing of the facts of psychology upon the work of the teacher, and deals particularly with organization and discipline, while at the same time it contains a great many hints upon actual teaching, making it a complete and helpful manual.

The chapters are as follows:

PART I. GENERAL VIEW OF THE WORK OF EDUCATION.

1. The meaning and scope of education.
2. Three lines of educational development.
3. Some lessons to be learned from a brief consideration of sensation, perception, conception, and attention.
4. Memory in education.
5. The cultivation of the imagination, judgment, and reason.
6. The school work of the teacher.

PART II. ORGANIZATION.

1. Systems of organization.
2. The school and its appointments.
3. The classification of the children.
4. The qualifications, duties, and distribution of teachers.
5. The arrangement of time and subjects.
6. The apparatus and books.
7. Registration.

PART III. DISCIPLINE AND MORAL TRAINING.

1. The use of the emotions in education, and their cultivation.
2. General moral and religious training.
3. The government of children—school tactics.
4. Motives, and the training of the will.
5. The nature and uses of punishment.

It has been adopted as a text-book in the school of pedagogy, Syracuse university, and in many of the largest normal schools in the country. The author has positive views, and illustrates them from actual experience, so that the book gives the teacher much food for thought, as well as direct instruction. For class use and for the teacher preparing for examination, it has no equal. It is a modern book, giving the latest views of leading authorities with the author's comments, and is adapted to the school wants of to-day. The chapters upon school discipline and moral training are of especial value as being in line with the most recent thought and the most approved practice.

16mo, pp. 400. Manilla 50 cts.; Cloth \$1.25.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF DEGRAFF'S SCHOOL-ROOM GUIDE

DeGraff's School-Room Guide.

What there is in Prof. DeGraff's method of presentation that so reaches and holds the young teacher, it might be hard to say; but he has never had

his equal as an institute instructor in the inspiration he gave; and superintendents everywhere agree that where other books are bought and put away, the "School-Room Guide" is bought and kept on the desk, for daily use. Some books are recommended because it is creditable to own them; this is recommended by those who know it because it will help. It is significant

that this was one of the three books selected by the Examination Board of the State of New York as one of the three upon which all Uniform and State Examinations in Methods and School Economy should be based for the year 1895, and that it was unanimously readopted for 1896.

It is just what its name implies, a real guide to school-room work.—*Practical Teacher.*

We do not know of any other book that contains so much help for a young teacher, or an old one for that matter, as this.—*Wis. Journal of Education.*

The striking point in the work is the practical sense of it. Showy methods and visionary schemes get no toleration in these pages.—*The Independent.*

We cannot say too much in praise of this book. It contains just the very hints that the progressive teacher needs every day. We do not think that a teacher who loves his work and desires to excel can afford to do without DeGraff's Guide.—*N. C. Teacher.*

It is not a mere collection of rules and formulas to be followed implicitly and automatically by every teacher alike, but is rather a series of hints and suggestions well calculated to assist the teacher to think and desire new methods for himself or herself. It were well for our schools if this book were used by every teacher.—*Public Opinion.*

This volume is designed to be a practical one. It contains suggestions on every subject that comes usually within the work of the common school teacher. It discusses the various methods used in teaching the different subjects and presents what is thought to be the best. The plan used in treating any given subject is to give an introduction followed by several lessons, explicit directions as to what is to be done, cautions to be observed and results to be obtained. It is just such a manual as every teacher needs.—*Educational Journal of Va.*

Complete Index just added. 16mo, pp. 405. Manilla, 50 cts., Cloth, \$1.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

No book in our library is more highly prized than DeGraff's School-Room Guide.—*Mary Allen West*, Galesburg, Ill.

Simple, minute, practical, it enters more into detail than most books of its kind.—*Ohio Educational Monthly.*

It brings out the most interesting and philosophical methods of presenting subjects for instruction.—*Intelligence*, Chicago, Ill.

I think it the best work of the kind that has been contributed to our school catalogue, and shall take pleasure in commending it. Its practical discussion of methods meets a school-room want that is met by no other book known to me.—*W. K. Pendleton*, State Superintendent, West Va.

Whether treating of reading, arithmetic, history or any other theme, the author offers pregnant hints and suggestions that can hardly fail to be useful, especially to those just beginning to teach. One cannot read many pages of the work without seeing that it is both practical and useful.—*The Critic.*

We know of no other book on the subject that has attained the popularity of this one. We remember the first reading of this book soon after it was published. We do not know where else the earnest teacher could get so much of practical value within the same compass. Any teacher who can have but one book should have this Guide. It differs from others in the fact that this is a volume sure to be consulted in a moment of perplexity, while others are read and laid aside and perhaps forgotten. We like to commend a good book, and this is a good one. We want a thousand Courant readers to buy it. We do not need to advise them to use it, they are sure to do that when once they have seen it.—*Educational Courant.*

I have read many other books for teachers, and this is the best one I have ever seen. I have never known a teacher who had read it not to commend it highly. The book does not present theory in teaching and leave the reader in doubt as to what is to be done in practice; it tells *how* to teach primary reading, spelling, phonics, letter writing; *how* to give lessons on objects; and more than a hundred other topics, directions, and cautions are stated in a clear and concise manner. For young teachers and those who wish to become teachers it is especially valuable for high school work. I have no hesitation in saying that if a teacher can have but one book to obtain help in school work that book should be DeGraff's School Room Guide.—*G. A. Lewis*, High School, Syracuse, N. Y.

Few books have met with more public favor as this, there probably not being a county in the United States where it is not known and valued. For years this book has been on the desk for ready reference, while more pretentious works were laid away and forgotten. Its matter and arrangement are evidence that its popularity is deserved. The methods of instruction are carefully analyzed and directions given. There are no indulgences in discussions of abstract psychological points, as is too often the case, but plain, reasonable, yet scientific and careful presentation of the method which ought to be followed. School management is ably treated, and suggestions given which will materially lessen the labor in the school-room.—*Education.*

Page's Theory and Practice of Teaching.

No other American book on teaching has so much claim as this to be considered a classic. For nearly fifty years it has been regarded almost universally as the one book the young teacher would most profit by. A hundred thousand teachers have drawn help and inspiration from its pages.

It seems only just to the author of a work so successful that his book should be printed just as he wrote it. The day is past when commentators re-write Shakspeare. They may annotate and explain and conjecture, but they take the text as they find it, and print their observations in another type. This

book has been less fortunate. In different editions since Mr. Page's death chapters have been added, details have been changed, passages have been entirely rewritten.

This volume goes back to the book that Mr. Page published, and follows word for word the text of the only edition he ever authorized. Where the times have changed and we in them, references to present conditions are given in the notes that follow, which will be found of great value as illustrating how different in many respects is the environment of teaching now from what it was half a century ago, while yet the teacher's difficulties are largely the same, and his failure or his success depends upon the same fundamental principles. These notes are also in some part explanatory and historical, with portraits of Page, Mann, Colburn, Emerson, Potter, Wadsworth, and Olmsted. There are also a biography of Mr. Page and a full topical index for review.

In short this is so much the best edition issued, that even those who already have another edition can afford to throw that aside and use this alone. The following are among the commendations it has received:

"This work has so long been recognized as one of the great educational classics that comment here is unnecessary, except to say that Mr. Bardeen's latest edition is especially well printed and has a fine full-page portrait of its great author.—*Art Education*."

"While it is one of the oldest books on teaching published in this country none of its successors surpass it in its high ideal of the teacher's life and work, which is held constantly in view. The true spirit of the teacher breathes in every line, and it is a continual source of guidance and inspiration to all who would realize the most fruitful results in this noble and responsible vocation. It should be the first book studied by every teacher, and should be his constant companion at all times."—*School Forum*.

C. W. BARDEEN, Publisher, Syracuse, N. Y.



Gowdy's Ideals and Programmes

This is one of the most practically helpful books ever written by a teacher for teachers. It deals with the details of daily work which most teachers learn only from experience and by sad mistakes. It holds up an ideal high but within reach, and is an inspiration. Its chapters on methods of teaching—reading and geography, for instance, without being in the least dogmatic are highly suggestive and helpful. No teacher can read this book and not do better work thereafter.

"One of the most charming, chatty, interesting, and inspiring little books we have ever had the pleasure of a delightful evening with, is 'Ideals and Programmes', by Jean Gowdy. There is not a dull paragraph nor an impracticable suggestion in it. The author has the happiest faculty of saying the wisest things in the simplest yet charmingest way. From title-page to finish it is brimful of helpful suggestion, encouragement, and inspiration to young teachers—and old ones too, for that matter."—*Florida School Exponent*.

"A teacher talks to teachers in this book, and she talks in the printed book precisely as she would talk to teachers in conversation. Miss Gowdy is principal of a school in Minneapolis and every page in this little book is just what she might have said to her teachers in 'teachers' meeting' or after school, or at any other time, and all that she says here is sensible practical, helpful. There is not a teacher who will not be the better for reading it. It is written on their plane, and deals with the hourly problem of their lives, at home as well as at school. It deserves a warm welcome from every teacher of every grade in every locality."—*Primary Education*.

"Entirely unsolicited by yourself or the author, I wish to express to you my appreciation of Miss Gowdy's 'Ideals and Programmes'. I gladly recommend it to teachers as a little book that is, as its name indicates, both inspiring and practical. The helpful suggestions are those of a successful teacher, whose methods are based upon the principles which she clearly sets forth."—*Alice W. Gooley*, Supervisor of Primary Schools, Minneapolis.

"This little book is full of wholesome suggestions for old and young teachers; in strengthening the sound pedagogic philosophy of the experienced teacher, and to the young teacher by showing in brief compass, and in a clear, matter-of-fact way, what should be attempted and how it can be accomplished. The book is full of valuable suggestions from beginning to end. There is not a superfluous line in the volume. The chapters on reading and plans for teaching reading, geography, field lessons, practical kindergarten training, and suggestions about discipline, are specially valuable; but in naming these topics, so skilfully discussed, we have well-nigh given a summary of the contents of 'Ideals and Programmes'. We repeat, the book is thoroughly practical, and will be read with profit by thoughtful teachers, old and young."—*Virginia School Journal*.

Cloth, 16mo, pp. 102, 75 cents

Helps in School Discipline.



1. *Discipline as a Factor in the Work of the Schoolroom.* By JAMES PYLE WICKERSHAM. Leatherette, 16mo, pp. 68. 50 cts.

This address by the man so long State Superintendent of Pennsylvania is perhaps the best known and the most widely influential of all his writings. He divides his subject into four heads: (1) the discipline of force; (2) the discipline of tact; (3) the discipline of consequence; (4) the discipline of conscience. His treatment is forcible, happy, and helpful, and his illustrations of

actual cases make the book entertaining as well as useful. For instance, he tells of a Maryland academy where a pig on which the principal prided himself, was placed deep in a hole which the boys had dug. The principal remarked that as the pig could not be got out he might as well be buried, and took some of the boys likely to have been concerned in the matter to the hole, provided them with shovels, and directed them to throw in dirt and bury the pig. But as fast as the dirt was thrown in the pig shook it off and trampled it under his feet, and as the hole began to fill up, the pig was still erect and seemingly without any notion of being buried. In went the dirt faster and faster, but up went the pig with it, until his white, fat back began to appear above the surface of the ground and the whole crowd, beginning to see the joke, broke into laughter and cheers, and the boys were convinced that they could not get the best of the master.

2. *The Philosophy of School Discipline.* By JOHN KENNEDY, Sup't of Schools, Batavia, N. Y. Paper, 16mo, pp. 23. 15 cts.

Clear and logical, and goes down to the very foundation.—*Utica Herald.*
3. *Boys as they are Made, and how to Remake them.* By FRANKLIN H. BRIGGS. Paper, 8vo, pp. 24. 25 cts.

Mr. Briggs is superintendent of the State Industrial school in Rochester, N. Y., and gives here the results of long experience in dealing with bad boys.

4. *Mothers and Sons, or Problems in the Home Training of Boys.* By E. LYTTLETON, headmaster of Haileybury College. Cloth, 12mo, pp. 171. \$1.00.

The author thinks that the end in view in education should be Christian manliness, and he talks simply and clearly on the questions of food, money, leaving home, choosing a profession, ideals, etc. It is a book by which teachers as well as parents may profit.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps in Teaching Morals and Manners

1. *The Teaching of Morality in the Family and the School.* By SORUA BRYANT, head-mistress of the North London Collegiate School for Girls. Cloth, 12mo, pp. 154. \$1.50.

The author, whose work on "Educational Ends" is well known, considers first the part played by instruction in the whole system of moral education, and then the application of principles of good teaching to this particular kind of teaching. The style of the book is simple and practical.

Some hold that the good life can be taught only by living it; others that morality can be taught only as a sequel to religion. But the author's experience convinces her that young people are much interested in the ideas of right and wrong; that they are impressed and moved by that strain of moral reflection which shows the unity of virtue in all the variety of virtues; that they acquire this knowledge as naturally as any other, and apply it usually with more interest and skill.

2. *Mothers and Sons, or Problems in the Home Training of Boys.* By E. LYTTLETON, headmaster of Haileybury College. Cloth, 16mo, pp. 200. \$1.50.

This treatise on the home training of boys is from the teacher's point of view, and deals with many questions that come up in every teacher's experience. The author speaks of causes of failure, food, money, leaving home, choosing a profession, ideals, etc. The topics are such as frequently come up in conferences between teachers and parents, and the treatment here is so practical and so manifestly sound in principle that the teacher will be greatly strengthened by reading this book.

3. *Education, Intellectual, Moral, and Physical.* By HERBERT SPENCER, 16mo, pp. 331. Manilla, 50 cts.; Cloth \$1.00.

Mr. Spencer's great work is especially remarkable for his treatment of moral education, in which he believes all punishment should be by natural consequences. Whether the teacher accepts this theory or not, he should by all means be familiar with it.

4. *Unconscious Tuition.* By Bishop F. D. HUNTINGTON, 16mo, pp. 45. Paper 15 cts.; Cloth 30 cts.

This masterpiece deals with the teacher's unconscious influence in affecting the morals and the manners of his pupils. A. E. Frye, superintendent of the schools of Cuba, says, "It is the first book to put into the hand, head, and heart of every young teacher."

5. *Port Royal Education.* By FELIX CADET. Cloth, 16mo, pp. 406. \$1.50.

This book gives with great fulness and in their own words the methods of education in morals and manners adopted by the teachers of this famous institution. In many ways they are a model for this generation.

6. *Thoughts for a Young Man.* By HORACE MANN. 16mo, pp. 241. Manilla 50 cts.; Cloth \$1.00.

This book is bound with Franklin's Autobiography under the title of "Helps to Self-Culture", and sold at the prices named.

Special Helps in Primary Teaching.

1. *Primary Helps.* A Kindergarten Manual for Public School Teachers. By W. N. HAILMANN, Sup't of Indian Schools. Boards, 8vo, pp. 58, with 15 full-page plates. 75 cts.



Sup't Hallmann is undoubtedly the best exponent of kindergarten principles in this country. Thoroughly pervaded with the spirit of Froebel, he is also a public-school man of long experience, as member of the Detroit Board of Education, and as superintendent of the schools at La Porte. For years it has been his purpose to harmonize all who are engaged in the work, and especially to establish a

connection between the kindergarten and the public schools. This book is the fruit of his efforts in this direction. It makes the principles of Froebel applicable in primary schools. Take for instance Chapter IV., on the use of sticks in teaching arithmetic. The general principles here laid down have been applied in many of the public schools, but the method has never before been so thoroughly systematized and perfected. There is no primary teacher who would not profit by the careful study of this work; there is no teacher who could not herself use in her school very many of the appliances here suggested. It shows how to make work pleasant for the child and yet a factor in education, developing the artistic sense, and arousing the powers of observation, imagination, and invention.

2. *Autobiography of Friedrich Froebel.* Translated and annotated by EMILY MICHAELIS and H. KEATLY MOORE. Cloth, 12mo, pp. 185. \$1.50.
3. *Child and Child-Nature.* Contributions to the understanding of Froebel's Educational Theories. By the Baroness MARENHOLZ VON BUELOW. Cloth, 12mo, pp. 207. \$1.50.
4. *A Kindergarten System.* By EMILY SHURREFF. Cloth, 12mo, pp. 200. \$1.00.
5. *Essays on the Kindergarten.* Being a selection of lectures read before the London Froebel Society. Cloth, 12mo, pp. 175. \$1.00.
6. *The New Education.* By Prof. J. M. D. MEIKLEJOHN. Paper, 16mo, pp. 35. 15 cts.
7. *The First Three Years of Childhood.* By B. PEREZ, with an introduction by Prof. Sully. Cloth, 16mo, pp. 295. \$1.50.

The most marked educational characteristic of the present decade is the study of children, which is everywhere becoming recognized as of fundamental importance. This is unquestionably the most helpful book in this direction that has been published. It is of such general interest that it is included by the American Library Association in the list of books to be contained in every library. No primary teacher can afford to be without it.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Books on Methods of Teaching.

1. *On the Province of Methods of Teaching.* By J. H. HOOSE. Cloth, 16mo, pp. 376. \$1.00.

Col. Parker calls this "the best book for study ever written by an American". Commissioner Wm. T. Harris says: "I consider your position to be eminently sound, and your views everywhere thoughtful and suggestive of thought, and as such a work I hope to see it in the hands of all the teachers of our land." F. Louis Soldan says: "The author has given us a most valuable work, which will introduce the student to a deeper insight into the history of education."

2. *The School Room Guide,* embodying the instruction given by the author at Teachers' Institutes in New York and other States, and especially intended to assist Public School Teachers in the Practical Work in the School-Room. By E. V. DEGRAFF. 16mo, pp. 396. Manilla, 50 cts.; cloth, \$1.50.

As distinguished from others of the modern standards, this is a book of *methods* instead of theories. It tells the teacher just what to do and how to do it; and it has proved more practically helpful in the school-room than any other book ever issued.

3. *The Theory and Practice of Teaching.* By DAVID P. PAGE. 16mo, pp. 448. Manilla, 50 cts.; cloth, \$1.00.

Of these two last books it is perhaps enough to say that after being adopted in 1895 by the State of New York as the text-books upon which the uniform examinations for teachers were based, *they were re-adopted for 1896*, showing how thoroughly practical and helpful they had proved.

4. *The Teachers' Institute;* or Familiar Hints to Young Teachers. By WM. B. FOWLE. Cloth, 12mo, pp. 258. \$1.00.

This standard work gives methods in all the common subjects, with lectures on the uses and abuses of memory, the monitorial system, the opening and closing of school, emulation and discipline, etc.

5. *Methods of Teachers' Institutes,* and the Theory of Education. By SAMUEL P. BATES. Cloth, 12mo, pp. 75. 75 cts.

A well-known book, with many suggestions that are still valuable.

6. *Methods in Common Branches.* A book for the Common School Teacher. By C. B. VAN WIE. Cloth, 16mo, pp. 197. 75 cts.

This treats of Method in Education, and Methods in Arithmetic, Language, Geography, U. S. History, Physiology, Practical Talks, etc. It is practical and directly helpful.

For Methods in special subjects see our catalogue-pages on Helps in Teaching Arithmetic, Higher Mathematics, Geography, History, Elementary Language, English Grammar, Foreign Languages, Literature, Reading, Penmanship, Physical Science, Physical Culture, etc.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Books for Teaching Arithmetic

1. *The Happy Method in Numbers for Little People.* By EMILY E. BENTON. Cloth, 8vo, pp. 96, with 177 illustrations. 75 cts.

This is an original presentation of numbers based on the law of strong contrast. By a systematic arrangement of objects and drawings it leads to accuracy, self-reliance, and love for numbers.

"We can confidently recommend this little volume to teachers of the 1st and 2d grades as being the best of its kind."—*Educational Review*.

2. *First Steps Among Figures.* A drill book in the Fundamental Rules of Arithmetic. By LEVI N. BEEBE. Cloth, 16mo, 3 editions. *Pupils' Edition*, pp. 140, 45 cts. *Oral Edition*, pp. 139, 50 cts. *Teachers' Edition*, including all in both the others, with additional parallel matter, index and key, pp. 336, \$1.

These books give the only practical exposition of the *Grubé Method*, now so generally believed to produce the best results with beginners.

3. *Pestalozzian Arithmetics.* By JAMES H. HOOSE, Ph.D. (a) *Teachers' Manual and First-Year Text-Book of Primary Arithmetic.* Boards, pp. 217, 50 cts. (b) *First-Year Text-Book.* Boards, 16mo, pp. 135, 35 cts. (c) *Second-Year Text-Book.* Boards, 16mo, pp. 236, 50 cts.

This is a practical exposition of the *Pestalozzian Method*. It is diametrically opposed to the Grubé Method, and good teachers should be familiar with both.

4. *Short Cuts in Arithmetic*, containing a large selection of abbreviated Processes, Geometrical Problems, Curiosities in Mathematics, etc. By Prof. HUDSON A. WOOD, Ph.D., Stevens School, Hoboken, N. J. Cloth, 16mo, pp. 149. Price 75 cts.

The sale of "Lightning Calculators" has been immense, because, despite their empirical character, they have contained some quick processes that were practicable. We are therefore glad to offer the public a scholarly work containing all these processes that have real value, but presented in admirable form with abundant illustration. In teaching arithmetic it should be borne in mind that the quickest accountants are the surest, and that any help a boy gets in rapidity is a direct lift towards success in business life. Besides, such help is the best of all incentives to interest in the class. No teacher of arithmetic should fail to procure, master, and use this book.

5. *The 30 Possible Problems in Percentage*, with 100 illustrative examples, By W. H. BRADFORD. Manilla, 16mo, pp. 34. 25 cts.
6. *Metric Tables and Problems*, with 175 Problems and Answers. By OSCAR GRANGER. Manilla, 16mo, pp. 23. 25 cts.
7. *A Manual of Mensuration*, for Use in Common Schools and Academies. By H. H. HUTTON. Boards, 16mo, pp. 150. 50 cts.
8. *Latitude, Longitude, and Time*, with 100 illustrative examples. By J. A. BASSETT. Manilla, 16mo, pp. 23. 25 cts.
9. *The International Date-Line, or Where Does the Day Begin?* By HENRY COLLINS. Paper, 16mo, pp. 16. 15 cts.

Benton's Happy Method in Number.

The Happy Method observes the two general principles of education, first, that of self-instruction, and second that of pleasurable mental action. It is well known that the teacher who can systematize will do the best work with the least wear upon her own nervous system and that of her pupils. What primary teacher has not been tried and discouraged at the difficulties experienced by her pupils in comprehending the *values* and *principles* of numbers? Who has not met the perplexed upturned little face with a feeling akin to despair? With such experiences came the query, why can not numbers be systematized? Why not find out just how many combinations there are to learn, and not study them as though they were infinite? Why cannot some method be worked out that shall enable a pupil to learn these combinations *accurately*? Such is the purpose of this book.

"This little volume is the outgrowth of real experience. It is in many respects an original presentation. The *law of strong contrast* is observed throughout, giving *clear conceptions* of the various processes. It is a modification of the Grubé method and a blending of the kindergarten and regular primary work. The logical arrangement—accompanied with *objective work for the hand*, makes the lessons a process of self-evolution—securing a vividness and permanency of impression which every primary teacher will appreciate. The *teacher guides*—the pupil does the work. It is strong in its adaptation for board-work for the teacher and seat-work for the pupil. The results are accuracy, continuity of thought, and love for the study. The illustrations and plans suggested will be found helpful, no matter what method is being used. Especially valuable in schools for the feeble-minded and for the blind. No teacher who follows the exceedingly lucid explanations of the 'Happy Method' can fail to have good classes at the end of the first and second years. She is told all that she has to do, and then is shown by illustrations how to do it. One seldom sees a book so full of helpful details."—*Primary Teacher*, June, 1898.

"We can confidently recommend this little volume to teachers of the 1st and 2d grades as being the best of its kind."—*Educational Review*, April, 1897.

"Text-books for young children are made now as much like fairy-stories as possible. These lessons in numbers, with their varied illustrations, are calculated to lure the child into learning something useful while he thinks he is only enjoying himself looking at pictures and counting dots and other things."—*Kindergarten News*, March, 1897.

"The book is thoroughly practical, and should be in the hands of every teacher."—*Arizona Educator*, Feb., 1897.

"It seems to furnish the kind of work primary teachers are always eager to get."—*Wisconsin Journal of Education*, May, 1897.

Cloth, 8vo, pp. 96, with 177 illustrations. Price 75 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Arithmetic by the Grubé Method.

1. *First Steps among Figures*. A drill book in the Fundamental Rules of Arithmetic. By LEVI N. BEEBE. Cloth, 16mo, 3 editions. *Pupils' Edition*, pp. 140, 45 cts. *Oral Edition*, pp. 139, 50 cts. *Teachers' Edition*, including all in both the others, with additional parallel matter, Index, and Key, pp. 326, \$1.00.

These books give the only practical exposition of the Grubé Method, now generally admitted to produce the best results with beginners. It has been used ten years in the primary schools of such cities as Norwich, Conn., and Auburn, N. Y., and for many years *every student* in the Albany State Normal School has been directed to purchase a copy to take with him for his subsequent use in teaching.

From a multitude of testimonials we copy the following:

"We are still successfully using Beebe's *First Steps*. It has many admirable qualities."—*Sup't N. L. Bishop, Norwich, Conn.*

"I think it especially excellent for a system of graded schools, where uniformity of teaching is essential. It develops in practical shape an idea that I have long sustained as to the proper method of teaching arithmetic."—*Sup't B. B. Snow, Auburn, N. Y.*

"I have recommended Beebe's *First Steps* as the best work in primary arithmetic. . . . The book is received with much favor, and is very helpful to me in my work."—*Prof. A. N. Husted, State Normal School, Albany, N. Y.*

"I am much pleased with the book, and wish every primary teacher to have a copy."—*Sup't J. M. Frost, Hudson, N. Y.*

"By vote of the Board of Education a copy of the Teachers' Edition was placed on the desk of every primary teacher in the city."—*Sup't Edward Smith, Syracuse, N. Y.*

"I consider Beebe's *First Steps* the best work of the kind that I have ever seen, and I take every opportunity to recommend it."—*Mary L. Sulliff, Haiku, Maui, Hawaiian Islands, Feb. 9, 1888.*

2. *The Pestalozzian Series of Arithmetics*. Teachers' Manual and First-Year Text-Book for pupils in the first grade. Based upon Pestalozzi's method of teaching Elementary Number. By JAMES H. HOOSE. Boards, 16mo, 2 editions. *Pupils' Edition*, pp. 156, 35 cts. *Teachers' Edition*, containing the former, with additional matter, pp. 217, 50 cts.

This is a practical exposition of the *Pestalozzian Method*, and has met with great success not only in the Cortland Normal School, where it was first developed, but in many other leading schools, as at Gloversville, Babylon, etc. It is diametrically opposed to the Grubé Method, and good teachers should be familiar with both, that they may choose intelligently between them.

3. *Lessons in Number*, as given in a *Pestalozzian School*, *Cheam Surrey*. *The Master's Manual*. By C. REINER. 16mo, pp. 224. \$1.50.

This work was prepared in 1835 under the supervision of Dr. C. Mayo in the first English Pestalozzian school, and has particular value as representing directly the educational methods of the great reformer.

C. W. BARDEEN Publisher, Syracuse, N. Y.

The Pestalozzian Arithmetics.

1. *Teachers' Manual and First-Year Text-Book of Primary Arithmetic*. Based upon Pestalozzi's method of teaching Elementary Number. By JAMES H. HOOSE, Ph.D. Boards, pp. 217, 50 cts.

2. *First-Year Text-Book of Primary Arithmetic*. Boards, 16mo, pp. 135, 35 cts.

3. *Second-Year Text-Book of Primary Arithmetic*. Boards, 16mo, pp. 236, 50 cts.

This is a practical exposition of the *Pestalozzian Method*, and has met with great success not only in the Cortland Normal School, where it was first developed, but in many other leading schools, as in Gloversville, Babylon, etc. It is diametrically opposed to the Grubé Method, and good teachers should be familiar with both, that they may choose intelligently between them.

The author states the principles of this system as follows:

"The Pestalozzian system of Number proceeds on the theory and practice of introducing to the pupil a minimum variety of objects, and of giving to him a maximum amount of practice upon a few forms. The forms are those which constitute mathematics; they are as general as mathematics are general; learned once, always useful.

"The system recognizes the difference between processes in arithmetic, and the reasoning required in so-called practical examples. The mastery of a process (addition, multiplication or subtraction) is a language, is an expertness, is a facility in procedure; it is acquired by practice, repetition; it is habit, which is power acting in a particular form. Practical examples introduce relations which are discovered by the logical aptitudes of mind. The child masters easily a form of operation, a process; this mastery gives the pupil ambition; this ambition to test in a greater degree his powers, constitutes his interest in his work; his interest stimulates his courage. The pupil is trained in this manner in his moral character. The very uniformities in the system are sources of strength to the child, the same as the uniformities of action in learning the keyboard of the piano are elements of mastery in learning to play the instrument."

4. *Lessons in Number*, as given in a *Pestalozzian School*, *Cheam, Surrey*. *The Master's Manual*. By C. REINER. 16mo, pp. 224. \$1.50.

This work was prepared in 1835 under the supervision of Dr. C. Mayo in the first English Pestalozzian school, and has particular value as representing directly the educational methods of the great reformer.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Question Books in Arithmetic

1. *999 Graded Problems in Arithmetic for Review Work.* By FRED V. LESTER. 16mo, pp. 94. Paper 25 cts.; Cloth 50 cts. Key 25 cts.

The purpose of this work is well explained in the author's introduction: "In a long experience as a principal in a high school, as a training class instructor, and as a school commissioner, I have been confronted by the difficulty of finding suitable work in arithmetic for the members of the training class, for those reviewing the subject for the regents or for the uniform examinations, and also for those students who wish to take the examination in advanced arithmetic. These form a large class of students and need special work, of a kind that shall stimulate thought and develop power. They are presumed to be proficient in the mechanics of the subject, and should now cease to be mere imitators and become original workers in the field of truth."

2. *Intermediate Problems in Arithmetic for Junior Classes.* By EMMA A. WELCH. Cloth, 16mo, pp. 172, 50 cts. Key to Part II, pp. 30, 50 cts.

Although especially prepared for the schools of Syracuse, where many thousands of copies have been sold and excellent results obtained, this book has secured wide popularity elsewhere. It contains more than 4,000 problems in fractions, reduction, and decimals.

3. *The Regents Questions in Arithmetic* from the first examination to June, 1882. Manilla, 16mo, pp. 93, 25 cts. Key, 25 cts.

No other book of questions ever published has had a sale equal to this. The problems are not only carefully selected, but they are arranged progressively, as in real examination papers, so that the pupil is thrown entirely upon his own resources. For twenty years this series has been regarded the best published review and preparation for examination. The book contains 1,293 questions. No regents questions of later date are published by subjects or with answers.

4. *Review Problems in Arithmetic.* By Mrs. JENNIE B. PRENTICE. Paper, 16mo, pp. 93, 20 cts. Key, pp. 20, 25 cts.

These problems were prepared to supplement the Regents Questions, and offer a most desirable drill. Not a single one of these problems can be found in any published arithmetic, so that the work is absolutely fresh.

5. *The Uniform Questions in Arithmetic*, from June, 1892, to date. With answers. Manilla, 16mo, pp. 67. 25 cts.

These questions are of especial value to the teacher preparing for examination, and for training-classes and normal schools.

6. *Dime Question Book No. 18, Arithmetic.* With answers. By ALBERT P. SOUTHWICK. Paper, 16mo, pp. 39. 10 cts.

This contains comparatively few problems, and these few are typical ones, entirely worked out, so as to show all the processes. Most of the questions, however, are of the unexpected kind that cause so many failures in examinations, and the book is stimulating, as well as fortifying. It is perhaps the most popular number of the famous Dime Series.

Lester's 999 Problems in Arithmetic

This book is prepared for the training class for those reviewing the subject for the regents or for the uniform examinations, and for those who wish to prepare for examination in advanced arithmetic. These students need special work, of a kind that shall stimulate thought and develop power. They are presumed to be proficient in the mechanics of the subject, and should now cease to be mere imitators and become original workers.



FRED V. LESTER

"An excellent problem book."—*Wisconsin Journal of Education*.

"The title fully indicates the purpose of this publication, but it requires an examination to impress one with the admirable character of the little work. For review work by the somewhat advanced pupils, and for those preparing for the examinations under the State board, this manual will prove most serviceable. Mr. Lester says that his work is intended to furnish a carefully graded series of lessons which shall embrace those questions and problems necessary to give the student a thorough, practical, and scientific review of the whole subject. We add that arithmetic will be understood by anyone who masters this thousand, less one, questions and problems."—*Virginia School Journal*.

"A handy little volume for reviews and examinations as well as for class drill. The problems are practical and interesting and cover the whole range of the ordinary arithmetic. They are arranged in groups of ten, and the groups are so arranged as to present a progressive drill in the principles and processes of the arithmetic. Teachers will find it a valuable addition to their desk books."—*Florida School Exponent*.

"Classes that have labored over assigned lessons are benefited by having something new and fresh given them to wrestle with. Teachers find that extra questions stimulate the activities of pupils. In these exercises it is assumed that pupils understand the fundamental rules and principles. The exercises are well graded, and teachers will find them convenient for themselves and profitable for their classes."—*The American School Board Journal*.

"I am much pleased with it. After comparing it with other similar works I am satisfied it stands at the head, and is just what we need. I have just instructed our office to order two dozen copies to-day."—*Joseph Llewellyn Davies*, department of mathematics, Genesee Wesleyan Seminary, Lima, N. Y.

16mo, pp. 94. Paper 25 cts., Cloth 50 cts. Key 25 cts.

500 Business Problems in Arithmetic.

These cards, of which a specimen is here given, may be used with any

439. A man's salary is \$1500 a year. He pays 12½ per cent of it for rent, 16⅔ per cent for provisions, and 33⅓ per cent for all other expenses. How much does he save?

text-book, or in any class, or by superintendent or school-commissioner when visiting schools, to test the pupils rapidly. There are 250 cards, white on one side and buff on the other, each with a question on the front and another on the back. They are all numbered, and a key with the answers for the teacher's use accompanies every box. Price 50 cts.

From many recommendations of this system of giving out problems we quote the following:

These questions afford in the school-room a varied and definite exercise without the expense of a book in the hands of each pupil or waste of time in dictation. Suppose five minutes can be spared at the close of the recitation in arithmetic; the teacher hands a card to each member of the class as they file by her on their way to the blackboard, each pupil works his problem, places his name and number over the problem, and returns the card to the box. The teacher glances at the key (to which no pupil has access), marks the problems, and dismisses the class within the allotted time. It is believed that in no other way can so much and so varied practice be given with so little labor. If superintendents, commissioners, and others should wish to conduct examinations, these questions afford an inexhaustible resource. For purposes of examination these questions will be found more complete, fair, and suited to the purpose than can be found elsewhere. There is not a single catch question in the series. They are practical in character and will be found helpful in schools.—*The Teacher*. When I reach my hand back to the shelf where we keep these problems I can see eyes sparkle all over the class.—Principal W. L. Race, Oneida.

This mode of preparing questions is certainly ingenious. It will save much time spent in writing questions on the blackboard. The cards can be passed around, and after being used can be returned.—*Ohio Ed'l Journal*.

As might be inferred from their source these questions are of the very best character. Teachers and superintendents of schools will find them exceedingly useful for examinations.—*New England Journal of Ed'n*.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The Word Method in Number

These cards need only to be seen in order to be introduced at once, as the principle is already familiar and accepted. The numbers are all printed in type like that here shown. The importance of using script figures for this exercise cannot be overestimated.

The same figures are reversed upon the opposite side of the card so that as the teacher lifts the card he knows the sum of the figures on the other side.

As soon as the pupils commence reading, they should have lessons in number, and the first lesson should be in combining single figures.

In this so much practice should be given that the pupil when adding will learn to look upon the combination $\frac{4}{3}$ as itself "13," not as "4 and 9 are 13," just as we learn to look upon *cat* as an entire word—not as *c-a-t, cat*. Equal readiness should follow in subtraction, until combinations of two figures are as familiar as combinations of letters in words.

At first add familiar objects, passing afterwards to abstract numbers; write the simplest combinations on the blackboard, as they are on the cards, and write the answer in the proper place.

A few times that the method of for addition may be learned.

Then use the cards for drill, adding new cards from time to time, as new combinations are developed. Do not introduce new cards too rapidly.

Some of our inquiries for them. Our work with half dozen cases of Sanford's Number Cards? I have many in their praise of sets are given card work. This makes away to try the of the cards I have ordered. After a few days, when our class drills more. send Prof. Sanford down and we will show him more than he advertises."—B. G. Clapp, Fulton, N. Y.

"During several years at the Potsdam Normal we used Sanford's Number Cards with great success in our primary and intermediate departments. We found them excellent for quick work. Please send me three sets for our primary and preparatory departments here. A teacher who has once used them cannot afford to be without them."—Principal E. H. Cook.

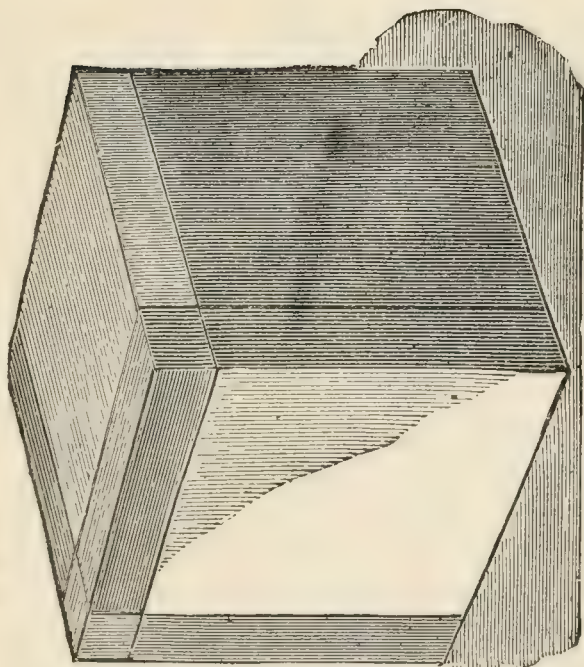
"I have frequently advised teachers to buy Sanford's Number Cards, because I know from my own experience that they are very valuable in aiding the teacher to fix in the pupils' memory the results of the elementary processes with numbers."—President Wm. J. Milne, New York State Normal College.

Set of 45 cards sent post-paid in neat box, with directions, for 50 cts.

Useful Appliances in Arithmetic.

1. *Cube Root Blocks*, carried to three places. In box, \$1.00.

This device for teaching cube root is now considered indispensable. Our blocks are unusually large, measuring three inches when the cube is completed, and the additions are of alternate black and walnut and maple.



2. *Fraction Play*. A box of 52 cards, each containing a different fraction, and so played as to win through skill in adding and subtracting fractions. 25 cts.

It is really enjoyed by children, who thus learn easily in sport what they would struggle impatiently over as a task.

3. *A Fractional Apparatus*. By W. W. DAVIS. A box of eight wooden balls, three and one-half inches in diameter, seven of which are sawn into 2, 3, 4, 6, 8, 9, and 12 parts respectively, while the eighth is left a sphere. With Manual, price \$4.00. Manual alone, Paper, 16mo, pp. 43. 25 cts.

4. *Numerical Frame*, with 100 balls, \$1.25; with 144 balls, \$1.50.

5. *The Word Method in Number*. By HENRY R. SANFORD. 45 Cards, $3\frac{1}{4} \times 5\frac{1}{2}$ inches, in Box, 50 cts. For rapid work. Send for special circular.

6. *The Bulletin Number Fan*. 11 x 15 inches. \$1.00. Send for special illustrated circular.

7. *500 Every Day Business Problems in Arithmetic*. By A. M. EDWARDS. On Cards, $1\frac{1}{2} \times 3\frac{1}{2}$ inches, in Box, with Key, 50 cts.

These problems are printed on slips of card-board, one problem to each slip, so that a single box will answer for an entire school. Answers are given in the accompanying Key for the teacher's use.

8. *Honesty Cards in Arithmetic*. By H. C. BRISTOL. 50 Cards, $3 \times 4\frac{1}{2}$ inches, in Box, with Key. 50 cts.

These cards give a different problem to every pupil in the room without additional labor on the part of the teacher.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps in Higher Mathematics.

1. *Algebra for Beginners*. By O. S. MICHAEL. Cloth, 16mo, pp. 120 75 cts.

The study of algebra is usually made a single year's work *succeeding* arithmetic, which is supposed to have been completed before algebra is begun. As a consequence, abstract reasoning has often been replaced by rote-work according to certain rules of which beginners seldom appreciate the principles. This book is meant to take the place of arithmetic before the latter has been fully completed, for a portion of the year. The language has been made popular and free from technical phrases, the steps from concrete to abstract reasoning have been made easy, and much practical work is given for exercise. More than usual prominence has been given to the translation of arithmetic into algebraic language, and *vice versa*. If its methods are followed, the more abstract portions of arithmetic, like evolution, will prove of greater interest and value. All algebra teachers will find much in this book that is simplifying and helpful.

2. *Practical Geometry Test Papers*. By WM. SMITH. Package of 100, $8\frac{1}{2} \times 10$. \$1.00.

These are working problems and theorems, with only the figure and the directions placed before the pupil. This is the kind of work now given in most examinations, and a special drill in it will be found invaluable. The teacher who has retained the methods of twenty years ago does not realize how thoroughly modern teaching is committed to sight-work. At Harvard the examinations every year tend more and more to work the pupil has not before seen. "We want to know what you *can* do: not what you *have* done," is the word everywhere. In no study is this more marked than in geometry. The teacher who uses only the problems and theorems of the text-book will send out pupils who will be at a disadvantage when put beside those drilled on papers like these.

3. *A Manual of Mensuration*. By H. H. HUTTON. Boards, 16mo, pp. 108. 50 cts.

The treatment of mensuration in most series of arithmetics is so meagre as to leave many practical problems untouched. Even where much attention is given to the subject, a fuller treatment will be found of much importance. This manual covers every kind of problem likely to arise in school work, and will be found a useful part of the teacher's equipment.

4. *Latitude and Longitude, and Longitude and Time*. By J. A. BASSETT. Manilla, 16mo, pp. 42. 25 cts.

This is a comprehensive discussion, with over 100 illustrative questions and problems. By its use what is usually one of the most hazy elements of a pupil's knowledge of physical geography may be made one of the clearest.

5. *The International Date-Line, or Where does the Day Begin?* By HENRY COLLINS. Paper, 16mo, pp. 15. 15 cts.

A conclusive treatment of a subject often debated.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The Sentence Method in Reading

"Can you explain teaching by the sentence method for me?"

"Yes, I could, but scarcely at this distance, with limited time and space. If you will send to C. W. Bardeen, Syracuse, he will mail to you 'The Sentence Method', by George L. Farnham. * * *

"The little boy of nine, who 'calls all unknown words *andah*', presents an interesting child study. He simply does not know how to read, but feels called upon to 'make an effort', as Dickens would say. Take the book from him. Put a brief, simple sentence on the board and ask him to get, silently, without moving the lips, the thought, expressed by the words, and to signify by a raised hand when he is ready to give it. Let the sentence be perhaps, 'I have a book.' When he is ready to read it you will find he is broken of the *andah* habit. The little book to which I have referred will do much to help you. * * * The author has a clear idea of how reading should be taught and he gives explicit directions to teachers how to use the sentence method. Teachers who have not this little book know not its value. It is a gold mine for the primary teacher."—*Popular Educator*.

"One of the ablest and most important of recent contributions to pedagogies."—*La Normal Monthly*.

There is not a useless line in the fifty pages of this little manual. For all teachers of reading, but especially for teachers of lower grades, this brief treatise will be almost invaluable. 'The unit of thinking is a thought, and therefore the unit of expression is a sentence.'—*Va. School Journal*.

"This book gets down to the basic principles of teaching reading, and is a genuine relief from the ordinary twaddle which merely skims the surface of a great subject. Here are some of the subdivisions discussed, sufficient to indicate the value of the manual: Definition of Reading; Silent, or Eye Reading; Oral Reading; Writing; Practical Hints; General Preparation; Subject Matter; Correcting Mistakes; General Suggestions."—*South-ern School*.

"An exposition for teachers of this new and important innovation in elementary instruction, which is now making its way so rapidly in the schools that its opponents will soon be in a feeble minority. It has been tested by the most scientific teachers in the world, and has been found to have very marked advantages, which are well set forth here in compact compass, together with the methods of application to class work."—*Springfield Republican*.

"The sentence method is used by many of the best teachers of our country. In a recent educational tour I was delighted to see by how many it is employed, and with what fine results. A principal of one of the large graded schools in a capital city, informed me that the reading of pupils taught by this method had been 'phenomenal' through all grades of this school. This method rests upon eternal principles; therefore it must produce satisfactory results, if the teachers employing it are big enough for it."—*Granby Hayes* in *New England Journal of Education*.

Cloth, 16mo, pp. 55, 50 cents

Supplementary Readers

1. *Old Stories Retold*. By PAUL BINNER. With 59 original illustrations. Boards, 16mo, pp. 64. 25 cts.

"I gave it to a little boy, and it has been read and re-read, and it is still going the rounds delighting the little folks. Please send me a dozen copies for my teachers, and charge with the new histories."—*Sup't L. E. Young*, New Rochelle, N. Y.

"These stories are a source of great delight to the children. When the story of the 'Seven Little Goats' was first published in the Bulletin, I cut it out and carried it to a little boy living next door. He was so much pleased with the story that he immediately read it through seven times."—*Myra L. Ingalsbee*, School Commissioner, Randolph, N. Y.

"There is as much study in the pictures as in the print, and I know the very boy to whom to give it."—*George A. Cooper*, School Commissioner.

"On reading them I was carried back to my boyhood days, and for a brief time, was listening to my mother again telling the story of Jack and the Bean-Stalk. * * * I am sure the children will thank you for printing books that they can read and understand. If I ever dictate a school library, books for the little children will be found in it."—*Francis S. God-frey*, School Commissioner, Waterloo, N. Y.

2. *The Little Old Man*. By C. W. BARDEEN. Cloth, 16mo, pp. 31. 50 cts.

"The story of a little girl who tried to teach her mother how to behave. It is only a morsel of a book, and can be read through in twenty minutes, but the twenty minutes will be well spent."—*Sunday School Journal*.

"Happy are the little folks whose pictures make such an attractive frontispiece to this little book, and who have such an Uncle Charley to tell them such a nice story about the Little Old Man, and the school for illiberal mothers. Likewise happy are all readers, both old and young, who are permitted to share the story with them. It is just the thing for the 'children's hour', when the little ones are getting quiet and ready for something at once bright and restful before they say 'Good-night'."—*Public Opinion*.

"The heroine is Nisby, a girl of seven, who is extremely fond of having her own way and much dissatisfied with her mother for declining to let her have it. A mysterious little man offers her the position of chief teacher in the school for illiberal mothers, and she sets out to give her mamma a lesson. The latter meekly submits when Nisby suggests more dessert, a walk in the hot sun and a ride on the elephant in Central Park, but poor Nisby comes home with such a headache that she resigns her position and lives contented and obedient ever after."—*Springfield Republican*.

3. *The Young Scientist*. By HERMAN F. HENGER. 16mo, pp. 189, illustrated. Manilla 50 cts.; Cloth 75 cts.

This puts in the form of a story the work done by an Agassiz Association of school children that undertook to explore the neighborhood of the school with reference to elementary geological formations. It is so pleasingly told that it can hardly fail to inspire similar action in schools where it is read to great profit.

Helps for Public Exercises

1. *Arbor Day Manual*. By CHARLES R. SKINNER, Superintendent of Public Instruction. Cloth 8vo, pp. 475. \$2.50.



This was compiled as an aid in preparing programmes for Arbor Day exercises, and contains choice selections on trees, forests, flowers, and kindred subjects, with 60 pages of Arbor Day music, etc., etc. It tells what trees to plant, and how and when to plant them, tells how the day is observed in different States, and gives specimen programmes in full. It is by far the most complete and helpful manual for its special purpose ever published, and is also one of the best collections ever compiled for general exercises. The sixty music pages may be had separately for 25 cts.

2. *Pieces to Speak*. By H. H. BALLARD. 16:192. In Manilla 50 cts.; in Cloth \$1.00.

This is not only a remarkably excellent collection, but is of special value because of its suggestions as to how each piece shall be spoken. Classified index to the pieces sent on application.

3. *The Hamilton Declamation Quarterly*. Edited by Professors OREN ROOT and BRAINARD G. SMITH. Cloth, 16mo, pp. 337. \$1.00.

This is a collection of pieces for speaking, not simply compiled, but edited for use, after the style that has made Hamilton College famous as a school for oratory. Send for index and note the freshness of the subjects.

4. *Boyd's Speaker for Primary Grades*. By HELEN W. BOYDEN. Cloth, 12mo, pp. 192. \$1.00.

The demand for a collection of pieces especially intended for primary grades is admirably met in this book of fresh and charming selections.

5. *Memory Gems*. By GEO. H. HOSS. Paper 16mo, pp. 40. 15 cts.

6. *Memory Selections*. By CHARLES NORTHEND. 24 manilla cards in a box. Three series, Primary, Intermediate, Advanced. Each 25 cts.

7. *The Table is Set*. A Comedy for Schools, from the German of BEN-DIX. By WELLMAN HENDRICK. Paper 16mo, pp. 30. 15 cts.

8. *A Glimpse of Grammarland*. A farce. By M. FRANCES BROWN. Paper, 8vo, pp. 24. 15 cts.

These are perhaps the most amusing and appropriate plays for a school exhibition ever written. They are both interleaved for stage directions.

9. *Thirteen Dialogues from Dickens*. Arranged by W. ELIOT FETTE. Cloth, 16mo, pp. 335. \$1.50.

These include *The Cricket on the Hearth*; *Mr. Micawber's Gauntlet*; *Mrs. Weller's Will*; *A Victim o' Connubiality*, etc. Full stage directions are given.

The Hamilton Declamation Quarterly

A collection of the following pieces, not simply compiled but edited for use, by Professors Root and Smith, after the style that has made Hamilton College famous as a school of oratory. Cloth, 16mo, pp. 337. \$1.00.

	PAGE
A Native Humorist, R. A. Sawyer.	334
American Citizenship, C. Haley.	148
American, The Typical, Grady.	62
Americanism, True, C. E. Smith.	269
Battle of Gettysburg, G. W. Curtis.	222
Beginning and the End, The.	245
Bells of the Mission, San Gabriel.	210
Blizzard, The, M. Quad.	70
Call of the Country, S. W. Foss.	302
Charge of the Black Regiment.	312
Chas. Sumner, Geo. Wm. Curtis.	281
"Chinese" Gordon.	87
Christmas Gale, The, Nora Perry.	205
Christmas Herald, Etta Pierce.	262
Conemaugh, Eliz. Stuart Phelps.	146
Congressional Eloquence.	171
Covenanters, The, W. M. Taylor.	232
Crispus Attucks, J. Boyle O'Reilly.	39
Cynicism—Danger of Journalist.	294
Daniel O'Connell, W. Phillips.	32, 123
Death in a Cañon.	101
Death of Israel Ben Olliel.	252
Defence of the Innthal.	278
Downfall of Judaism, The.	190
Easter Eve at Kerak-Moab.	174
Eloquence of the Revolution.	201
Ending of Slavery, S. M'Kelway.	300
Enemy of the Republic, The.	321
Eugene Field, a Native Humorist.	334
Fable for Tax-Payers.	194
Fact, Power of a, H. M. Thompson.	153
Fort Infernal, M. W. Stryker.	59
Greek Literature, David Swing.	65
Hero in Gray, Henry W. Grady.	229
Hero's Last Salute, H. Porter.	275
Heroes, The Nation's, C. Allison.	104
Heroism on the "Trenton."	84
How a Church Bell was Rung.	287
How the Guns were Saved.	327
Immortality.	169
Introduction, Brainard C. Smith.	5
Ironsides, The, M. W. Stryker.	114
John Ericsson, H. C. Robinson.	75
Johnstown Flood, a Story of the.	143
Jonathan and Diedrich.	49
"La Gasconne," Landing from.	81
Life, Henry George.	256
Life and Death, Ira C. Cabell.	140
Lincoln, the Nomination of.	163
Lincoln's Return Home.	272
Loveliest Rose in the World.	380
Markets of the World, T. B. Reed.	216
Martin Luther, Andrew D. White.	132
Monmouth, Wager Bradford.	150
Murder of Lincoln, W. Whitman.	183
National Song, The.	130
Negro Vote in the South.	127
Night and Twilight, S. Crockett.	73
Object of Prohibition, H. Johnson.	197
Old-Fashioned Choir, B. F. Taylor.	240
Oriental Woe in America.	307
Outlook, The, Benjamin Kidd.	249
Over-Protected Farmers.	213
Plant a Tree, Lucy Larcom.	69
Poetry of War, F. W. Robertson.	25
Political Duties, J. Ellen Foster.	157
Portent of the Fall of Jerusalem.	316
Puritan, The English, G. W. Curtis.	136
Reign of Terror, R. J. Burdette.	55
Religion, True, H. W. Beecher.	117
Revolutions, Wendell Phillips.	330
Rodolph and his King, E. Field.	160
Romance of Nature, Thompson.	32
Russian Nihilism, W. Phillips.	41
Saint Crispin's Day.	220
Sea, The, Howard Duffield.	242
Self-Reliance, R. W. Emerson.	319
Sentimentality vs. The Law.	45
Sigh from the Slums, A, Punch.	192
Simon Obeles, F. M. Crawford.	237
Somebody's Boy.	324
Southern Negro, Plea for the.	92
Standard of Our Nation, The.	258
Sunrise Comes To-morrow.	90
Supremacy of Ideas, The.	52
Tetuan, Killing the Governor.	120
The Dead Christ, Jean P. Richter.	297
The Last Review, H. D. Ganse.	332
The River, Eugene Field.	303
The Tramp.	207
Then and Now, Wm. P. Breed.	36
True Americanism, C. E. Smith.	269
True Greatness, R. D. Hitchcock.	57
Uncle Ezra's Story.	166
Victory of the Bairns, S. Crockett.	290
Wandering of Humanity, Alden.	284
Wendell Phillips, J. B. O'Reilly.	111
Workmen's Enemies, The.	107

Ballard's Pieces to Speak.

This collection is of special value because of its suggestion as to how each piece shall be spoken. The excellence and variety of the selections is shown by this classified index.

AUTHORS

Adams, Charles F.....	20
Branch, M. B.....	10
Branson, George.....	48
Clemens, Samuel L.....	133
Demmet, Alfred.....	38
Emerson, R. W.....	74
Everett, Edward.....	32, 44
Goldsmith, Oliver.....	159
Halpine, Charles G.....	92
Harding, W. W.....	42
Hastings, Flora.....	80
Henry, Patrick.....	12
Larcom, Lucy.....	181
Lincoln, A.....	22
Longfellow, H. W.....	86
Lowell, James Russell.....	122
Macdonald, George.....	50
MacKay, Charles.....	173
Macpherson, James.....	46
Miller, E. H.....	58
Milnes, Richard Monckton.....	60
Palmer, J. W.....	106
Peck, Allen O.....	189
Putnam, A. P.....	16
Sheppard, Charles.....	28
Sigourney, Mrs. H. L.....	84
Smiles, Samuel.....	161
Stedman, E. C.....	54
Sumner, Charles.....	36
Whittier, John G.....	18
Wordsworth, William.....	52
BIOGRAPHICAL	
Benedict Arnold at Saratoga.....	28
Everett on Galileo.....	32
Lincoln on Henry Clay.....	22
The Flight of Xerxes.....	34
CHRISTMAS	
A Christmas Chant.....	38
Under the Holly-Bough.....	173
DESCRIPTIVE	
Dot Baby of Mine.....	20
Palestine.....	18
Piano Music.....	128
Quakerdom.....	92
The Fairy Queen.....	86
The Lighthouse.....	86
DIALECT PIECES	
Billy's Drink of Lager.....	110
Dot Baby of Mine.....	20
The First Banjo.....	112
The Gridiron.....	137
The Lost Hair.....	120
Zwei Lager.....	126
DIALOGUES	
Billy's Drink of Lager.....	110
Birds of Passage.....	187
Choosing a Declamation.....	141

Church Raffles.....	179
Darius's Green Parodied.....	149
Does it Pay to Smoke?.....	155
Examination of a Teacher.....	145
Fine Feathers.....	175
Good and not Stupid.....	183
Good Manners.....	149
Half Hour with the Poets.....	150
Mark Twain and a Reporter.....	133
Memory Tricks.....	171
Music.....	109
Rules Work Both Ways.....	153
Song of the Waters.....	167
Squire Thornhill's Argument.....	159
The Anti-Slang Society.....	163
The Gridiron.....	137
The School-Mistress.....	181
The Senses.....	76
The Shoemaker's Cabinet.....	161
The Wind.....	54
Under the Holly-Bough.....	173
What is the Use of Latin?.....	131
FLAG DAY	
The National Ensign.....	16
The National Flag.....	36
FRIENDSHIP	
The Hand for Me.....	24
The Knight's Toast.....	40
The Old.....	26
The Three Horsemen.....	30
Under the Holly-Bough.....	173
HISTORICAL	
Discoveries of Galileo.....	32
Palestine.....	18
The Black Horse and his Rider.....	28
The Flight of Xerxes.....	34
War Inevitable.....	12
HUMOROUS	
A Rhyme of the Time.....	104
An Irish Letter.....	98
Billy's Drink of Lager.....	110
Choosing a Declamation.....	141
Church-Raffles.....	179
Darius Green Parodied.....	149
Does it Pay to Smoke?.....	155
Dot Baby of Mine.....	20
Echo.....	124
Examination of a Teacher.....	145
Fine Feathers.....	175
Fishing.....	96
Good and not Stupid.....	96
Good Manners.....	183
Joseph II. and the Grenadier.....	143
Lecture on Hornet-ology.....	90
Lost!.....	72
Mark Twain and a Reporter.....	133
Memory-Tricks.....	171
Pat and the Pig.....	102

BALLARD'S PIECES TO SPEAK

Piano Music.....	128
Quakerdom.....	82
Rules Work Both Ways.....	153
Shut the Door.....	56
Squire Thornhill's Argument.....	159
The Aged Stranger.....	116
The American Eagle.....	108
The Anti-Slang Society.....	163
The Courtin'.....	122
The First Banjo.....	112
The House that Jack Built.....	94
The Gridiron.....	137
The Lost Hair.....	120
The Panorama.....	114
The Smack in School.....	106
The Use of Latin.....	131
To the Sexton.....	118
Yankee and Englishman.....	100
Zwei Lager.....	126
MORAL LESSONS	
A Cry for Life.....	42
A Spring Morning.....	80
Billy's Drink of Lager.....	110
Church Raffle.....	179
Does it Pay to Smoke?.....	155
Fine Feathers.....	175
Great Lives Imperishable.....	44
Good and not Stupid.....	183
Good Manners.....	143
Resolution.....	14
Room at the Top.....	48
Rules Work Both Ways.....	153
The Hand for Me.....	24
The Golden Rule.....	70
The Knight's Toast.....	40
The Lion and the Mouse.....	68
The Mountain and the Squirrel.....	74
The Old.....	26
The Petrified Fern.....	10
The Rain Lesson.....	84
The School-Mistress.....	181
The Shoemaker's Cabinet.....	161
The Three Horsemen.....	30
NARRATIVE	
Fishing.....	96
Good Night and Good Morning.....	60
Joseph II. and the Grenadier.....	147
Lost!.....	72
Pat and the Pig.....	102
Shut the Door.....	56
The Aged Stranger.....	116
The Black Horse and his Rider.....	28
The Kitten and the Mouse.....	66
The Knight's Toast.....	40
The Lion and the Mouse.....	68
The Mountain and the Squirrel.....	74
The Shoemaker's Cabinet.....	161
The Smack in School.....	106
The Three Horsemen.....	30
The Yankee and the Englishman.....	100
PATRIOTIC	
Great Lives Imperishable.....	44
Lincoln on Henry Clay.....	22
Patrick Henry, 1775.....	12
The American Eagle.....	108
The National Ensign.....	16
The National Flag.....	36
Yankee and Englishman.....	100
PRIMARY	
A Spring Morning.....	80
Autumn.....	82
Good Night and Good Morning.....	60
Little Streams.....	64
Little White Lily.....	50
Lost!.....	72
Music.....	58
Pat and the Pig.....	102
Resolution.....	14
Shut the Door.....	56
The Fairy Queen.....	86
The Field-Mouse.....	78
The Golden Rule.....	70
The Kitten and the Leaves.....	52
The Kitten and the Mouse.....	66
The Lion and the Mouse.....	68
The Mountain and the Squirrel.....	74
The Rain Lesson.....	84
The School-Mistress.....	181
The Senses.....	76
The Violet.....	62
The Wind.....	54
RELIGIOUS	
A Christmas Chant.....	38
A Cry for Life.....	42
The Rain Lesson.....	84
Palestine.....	18
The Senses.....	76
SEASONS	
A Spring Morning.....	80
Autumn.....	82
STUDIES OF NATURE	
A Spring Morning.....	80
Autumn.....	82
Birds of Passage.....	187
Examination of a Teacher.....	145
Good Night and Good Morning.....	60
Little Streams.....	64
Little White Lily.....	50
Music.....	58
Ossian's Address to the Sun.....	46
Song of the Waters.....	167
The Field Mouse.....	78
The Kitten and the Leaves.....	52
The Kitten and the Mouse.....	66
The Lion and the Mouse.....	68
The Mountain and the Squirrel.....	74
The Petrified Fern.....	10
The Senses.....	76
The Shoemaker's Cabinet.....	161
The Violet.....	62
The Wind.....	54

16mo, pp. 192. In Manilla, 50 cts.; in Cloth, \$1.00

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Manuals of Parliamentary Rules.

1. *Manual of Parliamentary Practice*. By W. H. GORE. Cloth, 16mo, pp. 112. 50 cts.

It is an excellent compendium.—*N. Y. World*.

In form and arrangement this is a model of its kind.—*Teachers' World*.

This is a little book that it was well to make. * * * Perhaps the best purpose the book will subserve will be as a book of reference in disputed cases. To such reference-use, an admirable table of motions and their applicability or non-applicability, an alphabetical arrangement of topics, a full-faced bringing out of the salient thought of each paragraph, and a citation of the best authorities in a few mooted points—all conduce. In brief, a handy book to go with and stay by the parliamentarian or presiding officer.—Principal W. K. Wickes, *Syracuse High School, in the School Review*.

While it is true that the rules of procedure in modern deliberative assemblies are drawn from the laws and customs of the Parliament of England, yet it is proper that in this country they should be given the national coloring which comes from the modifications introduced by our Houses of Congress. Prof. Gore has given in his little manual the rules of parliamentary practice as thus modified, and has introduced other improvements which make it especially well adapted for its purposes. In the front of the book is a tabular summary of the motions that may be made, with an order of sequence and statement of the subsidiary motions that apply. This table is similar to that found in other publications, but is more extended and better suited for quick reference. The body of the book contains the rules of parliamentary practice arranged alphabetically. This enables one to find the rule desired more readily than with the use of an index as in the ordinary arrangement, since the book indexes itself. Another and important improvement is made by printing in faced type the essential matter of each paragraph, and often a glance at a page will give the sought-for facts without the delay of a more detailed reading. The advantage of this cannot be over-estimated. Altogether, the book is so convenient in size, so excellent in content, and so happy in arrangement, that it will be a gladly welcomed aid in deliberative assemblies.—*Public Opinion*.

2. *A Chart of Parliamentary Rules*. By W. A. BLACKLEY. Parchment paper, pp. 4. 25 cts.

This contains a Chart which shows the relation of any Motion to every other Motion, and also answers at a glance 2,427 Questions in the practice of Parliamentary Law. It gives also Comments on the different Motions, with additional notes and explanations, the manner of stating certain Questions, and one or more forms for making the various Motions used in deliberative assemblies.

It gives more information, in smaller space, in more convenient form, and at a cheaper price, than any other manual issued. In fact, as U. S. Senator Stewart says, "It is the entire subject in a nutshell, and will save laborious research through volumes of parliamentary law, for which few have the leisure or the means at hand."

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps toward Correct Speech.

1. *Verbal Pitfalls*: a manual of 1500 words commonly misused, including all those the use of which in any sense has been questioned by Dean Alvord, G. W. Moon, Fitzedward Hall, Archbishop Trench, Wm C. Hodgson, W. L. Blackley, G. F. Graham, Richard Grant White, M. Schele de Vere, Wm. Mathews, "Alfred Ayres," and many others. Arranged alphabetically, with 3000 references and quotations, and the ruling of the dictionaries. By C. W. BARDEEN. Cloth, 16mo, pp. 223. 75 cts.

Perhaps the happiest feature of the book is its interesting form. Some hundreds of anecdotes have been gathered to illustrate the various points made. These have the advantage not only of making the work entertaining, but of fixing the point in the mind as a mere precept could not do. The type indicates at a glance whether the use of a word is (1) indefensible, (2) defensible but objectionable, or (3) thoroughly authorized.

2. *Orthoëpy Made Easy*. A Royal Road to Correct Pronunciation. By M. W. HALL. Cloth, 16mo, pp. 103. 75 cts.

Everyone remembers the queer skibolets of culture in the paragraph beginning "A sacrilegious son of Beilal," that has been the rounds of the newspapers. This book is made up of 38 such exercises, all of them ingenious and many of them amusing, each followed by a key to the difficult words. Bishop Vincent says: "I take great pleasure in testifying to the exceeding value of the little volume; 'Orthoëpy Made Easy.' The book is a sensible, practical text-book for the purpose intended. I congratulate you on having produced it, and I wish you success in its wide circulation."

3. *Practical Phonics*. A comprehensive study of Pronunciation, forming a complete guide in the study of elementary sounds of the English language, and containing 3000 words of difficult pronunciation, with diacritical marks according to Webster's Dictionary. By E. V. DEGRAFF. Cloth, 16mo, pp. 108. 75 cts.

"The book before us is the latest, and in many respects the best, of the manuals prepared for this purpose. The directions for teaching elementary sounds are remarkably explicit and simple, and the diacritical marks are fuller than in any other book we know of, the obscure vowels being marked, as well as the accented ones. This manual is not like others of the kind, a simple reference book. It is meant for careful study and drill, and is especially adapted to class use."—*New England Journal of Education*.

4. *Pocket Pronunciation Book*, containing the 3,000 words of difficult pronunciation, with diacritical marks according to Webster's Dictionary. By E. V. DEGRAFF, Manilla, 16mo, pp. 47. 15 cts.

5. *Studies in Articulation*: a study and drill-book in the Alphabetic Elements of the English language. *Fifth thousand*. By J. H. HOOPER. Cloth, 16mo, pp. 70. 50 cts.

"Dr. Hooper's 'Studies in Articulation' is the most useful manual of the kind that I know of. It should be a text-book in every Teacher's Institute."—*A. J. Rickoff, formerly Sup't of Schools at Cleveland and at Yonkers*.

6. *Hints on Teaching Orthoëpy*. By CHAS. T. POOLER. Paper, 16mo, pp. 15. 10 cts.

7. *Question Book of Orthography, Orthoëpy, and Etymology, with Notes, Queries, etc.* By ALBERT P. SOUTHWICK. Paper, 16mo, pp. 40. 10 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps in Elementary Language.

1. *Outline Work in Elementary Language.* By AMELIA MOREX, preceptress of the Potsdam Normal School. Cloth, 16mo, *illustrated*, pp. 189. 50 cts.

This book will be welcome as showing the methods now pursued in this great school in the study for which its teaching has been especially remarkable. It gives young teachers almost the advantage of a normal course in this subject, and older teachers an opportunity to compare their own methods with those here used.

2. *Graded Lessons in Language.* By A. M. EDWARDS. Six numbers, each 5½ x 8½, 80 pages, with printed subjects and directions upon one side and ruled writing-paper for the exercises upon the other. Per sample set or per half-dozen of any number, 50 cts.

These exercises are carefully graded, and constitute a complete course for supplementary work in language for all grammar grades. "Oral Lessons" precede each "Written Exercise". This induces clearness and accuracy of expression and neatness of penmanship. The exercises can be used in connection with any text-book, and will be found a great assistance in teaching any system of penmanship.

3. *Elementary English.* Prepared with reference to the Regents' Examinations in the State of New York. Leatherette, pp. 67. 35 cts.

This follows directly the new syllabus of the Regents in English, giving all the words of which derivations are required. It is simple and practical.

4. *Pictures in Language Work.* By E. W. WEAVER. Paper, 16mo, *illustrated*, pp. 40. 20 cts.

The use of pictures has become so general that these suggestions for their use will be found valuable. The present is a new and greatly improved edition.

5. *Question Book of Letter Writing, with full Answers.* By C. W. BARDEEN. Paper, 16mo, pp. 17. 10 cts. Small, but full of practical suggestion.
6. *Composition and Criticism.* By A. W. EMERSON. Leatherette, 16mo, pp. 82. 40 cts.

This is a manual for the aid of teachers and pupils in essay work, with 1,000 composition-subjects grouped according to the grade of the pupil.

7. *A Dictionary of Etymology of the English Language, and of English Synonyms and Paronyms.* By JOHN OSWALD. Cloth, 16mo, pp. 804. \$2.00.
- Of particular value now, owing to the attention to etymology every day becoming more marked.

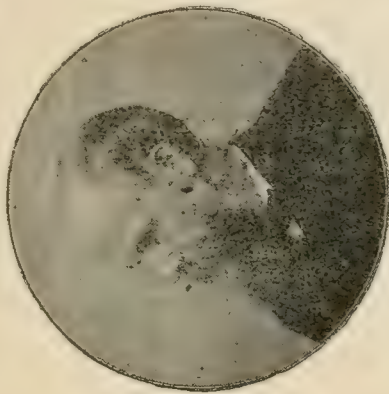
8. *The Readable Dictionary, or Topical and Synonymic Lexicon.* By JOHN WILLIAMS. Cloth, 12mo, pp. 894. \$1.25.

This contains several thousand of the more useful words in the English language classified by subjects and arranged according to their affinities of meaning, with accompanying etymologies, definitions, and illustrations. Its use will at once enrich one's vocabulary and give exactness to one's use of words. It has long been a recognized standard.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Sanford's Limited Speller

This book is prepared on the plan, now so generally approved, of giving not all words, but all words likely to be met with and to be misspelled. In it will be found all words that have been given at regents, uniform, and State examinations, and its use will prepare pupils *well* for any test that may be applied.



HENRY R. SANFORD

Principal J. Anthony Bassett, Richfield Springs, N. Y.

"The copy of 'The Limited Speller', which you sent, reached me in due time. I have not only examined it thoroughly myself, but several other members of the faculty have done the same. We are of the unanimous opinion that it embodies more features of a good spelling book than any that we have yet examined, and thus meets more nearly our wants. We have organized two spelling classes in our Normal Department, and are just now using our local daily papers from which to select words for the class. I expect that we shall have to adopt a text-book however, and I have no doubt that it will be the one you publish. (150 copies were afterwards ordered.) We find that the words most frequently misspelled by our students are found in the Limited Speller. Dr. Sanford has succeeded in making a book that I believe will bring satisfactory results in spelling."—Principal Francis J. Cheney, Cortland Normal School.

"Dr. Sanford's 'Limited Speller' has been used in the academic department of our school during the past five years, and has given entire satisfaction. The alphabetical arrangement of words, the syllabication and diacritical markings based upon the latest and best authority to-day, render it a very desirable drill book. If the doctor's suggestions are carried out by the teacher and the pupils, a greater interest will be manifest and practical results will follow."—Principal S. J. Preston, A. M., Mamaroneck, N. Y.

"The thorough learning of this list will be the surest and quickest way of becoming an expert speller. The forms given are those that have the greatest weight of authority. There are fifty words on each page, numbered in groups of five, so that the teacher may give lessons of any desired length."—N. Y. School Journal.

Cloth, 16mo. pp. 104, 25 cents

Bardeen's Outlines of Sentence-Making

The instruction in sentence-making here given differs from that usually found in so-called "Composition Books", in that it treats the subject from a point of view purely rhetorical. Hence arrangement of words, phrases, and clauses is made prominent, the principles under this head being distinguished from the rest under the title of "Observations".

The treatment of Punctuation is particularly complete, and is believed to be unusually clear. The distinction between absolute rules and rules dependent on judgment will be found of great help; and the treatment of the comma, where errors are most frequent, is so fully illustrated as to leave no room for mistakes.

Throughout the book there is a profusion of illustrations, believed in this subject to be particularly essential. Anecdotes have been chosen wherever practicable, because a blunder that is ludicrous is more easily remembered and avoided. The bearing of the anecdote on the principle illustrated will not always be found till searched for, and the profit will be greater for the search. Throughout, the author has aimed to be suggestive rather than exhaustive; to quicken thought, as well as to convey information.

"The abundance of illustration, the appropriateness of the quotations, and its adaptation to the needs of every member of society are marked and valuable features."—*The Student*.

"The treatment is novel, practical, and interesting. * * * The boy who does not care to be taught speech-making and verse-writing may be glad to write a business letter. On account of its originality and fullness the book will attract attention, and will come with the effect of a revelation to all teachers who have been restricted to the old method."—*N. E. Journal of Education*.

"It seems to me a very remarkable work, original in its plan and practical to the last degree. Apart from its great usefulness as a text-book, it is certainly one of the most interesting books I ever read."—*E. P. Jackson*, submaster, Boston Latin School.

"Mr. Bardeen's departure is a good one. He takes the pupil where he finds him, in the business of acquiring language—and the formation of sentences—and trains, not merely teaches him, to form his sentences correctly showing the principles on which they are constructed, teaching him to distinguish between good sentences and bad, and supplanting evil with good."—*School Work and Literary Notes*.

"Although the arrangement is novel, I think it well conceived, and I am sure the work is well done. The subject is well analyzed, the definitions concise, the discussions clear, and there is a wealth of appropriate illustrations that enchains the attention and favorably impresses the instruction. The book is practical and can not fail to bring forth good results in the school-room."—*Rev. A. Mattice*, Prin., Seymour Institute, Pine Plains, N. Y.

Cloth, 12mo, pp. 187, 60 cts.

OPINIONS OF BARDEEN'S OUTLINES OF SENTENCE-MAKING

"It is not only an excellent class-book, but it is a very convenient and valuable hand-book of reference for teachers and writers."—*Penman's Art Journal*.

"The author's treatment of the subject is novel. His illustrations are apt, and are generally of a cheerful character. They exhibit a wide range of reading, and are of such a character as to cause the pupil to read more of the various authors quoted. A novel feature of this shorter book is the use of cross references, whereby a quotation serves to illustrate several rules. In this way, space is saved, and a continual review is secured."—*Educational Courant*.

"The plan is novel and, for its purpose, good. The author's life has been much among new books and the living literature of journals, magazines, and manuscripts. He draws his illustrations from these sources, and applies his principles and his method to them. He is bright, acute, and quick-eyed. He either has an unusually retentive memory, or has followed faithfully Mr. Emerson's counsel: 'Keep a commonplace book.' The subject is sketched out in an orderly manner, and the principles that control in each case are stated with sense and propriety. The illustrations are of the most lively kind. The subject of punctuation is treated with careful fullness, and under the two heads of rules which are invariable and rules which depend on the judgment of the individual who is to use them."—*Independent*.

"We can cordially commend this volume. It treats of sentence-making from a rhetorical point of view, and gives great prominence to the arrangement of words, phrases, and clauses, and to the principles which should guide it. There are many illustrations of the subject, and it gives solutions to many knotty points where writers are in doubt. It is intended for schools, but many practised writers, and especially writers for the press, would be the better for its teachings. The second part of the volume is a treatise upon punctuation, a subject so little understood, and upon which every writer would appear to have his own system, until printers in despair beg for the adoption of Lord Timothy Dexter's method, who filled several pages of his book with commas, semi-colons, etc., and begged his readers to punctuate to suit themselves. A study of Mr. Bardeen's system until it is understood would seem to be the alternative."—*New York Churchman*.

"Dr. Lardner defines rhetoric as the art of speaking not merely with propriety but with art and elegance. The author of the present work considers it not only to have reference to speaking, but also to writing. Thus, this book, in fact, deals with the analysis of sentences, with composition, and with the art of speaking with effect. * * * The various points are dealt with thoroughly, the matter is well arranged, and the whole is written in a most interesting manner. * * * It is a capital book to put into the hands of the more advanced pupils and pupil teachers. * * * Altogether it is one of the most favorable specimens of school-books that have lately come under our notice."—*London Schoolmaster*.

Helps in Teaching Grammar

1. *A Manual of Grammar.* By W. M. EVANS, Professor of Literature and English in the Eastern Illinois State Normal School. 16mo, pp. 126. In Manilla 50 cts.; in Cloth 75 cts.

Few books have been published so helpful to the teacher as this. Besides its compact and convenient tabular analyses, which keep the subject clear in the teacher's mind and are excellent for black-board work, the author gives a multitude of illustrative sentences *all in themselves valuable* for the information they give or as quotations from standard authors.

In Part II, the student is furnished examples from good literature, and is urged to fill these constructions from his own reading. He is thus freed from unnatural restrictions, he learns the styles of eminent writers, and he is given all the freedom the great authors have deemed it wise to allow. No teacher can use the book without great profit to himself and to the class.

2. *Helps in English Grammar*, especially prepared for Training Classes. By ELSIE J. ROAT, 16mo, pp. 76. In Manilla 25 cts.; in Cloth 50 cts.

This is an unpretentious little manual based on actual, experience in New York training classes, and used for three years with excellent results. It is to be used with a text-book, and will be found a useful preparation for teachers' examinations, as well as for those of training-classes.

3. *3,000 Grammar Questions, with Answers* based on Brown's Grammar, with cross-references to eleven other leading text-books. By HENRY KIDDE, formerly Sup't of Schools, New York City, and editor of Brown's Grammars. Cloth, 16mo, pp. 200. \$1.00.

These are the Regent's questions from the beginning to June, 1882, with answers by the man who was regarded as the best living authority. Those who wish to be certain on grammatical questions will do well to keep this book at hand. Its cross-references makes it easy to adapt the answers to any system used.

4. *Grammatical Diagrams defended and improved, with directions for their proper construction and application.* By F. S. JEWELL. Cloth, 12mo, pp. 207. \$1.00.

There are many systems of diagramming, but they are all based more or less directly upon this standard treatise, the most thorough work upon grammatical analysis ever written. No teacher of grammar can afford to be without it.

5. *Exercises in English Syntax.* By A. G. BUGBEE. Leatherette, 16mo, pp. 87. 35 cts. *Key*, pp. 36, 35 cts.

This handbook leaves blanks in the sentence to be filled by the pupil from a choice of expressions given, thus giving the right usage and its reasons.

1. "..... and were chosen." Use *her or she*, and *he or him*.

2. "..... do you think was there?" Use *who or whom*.

6. *Normal Language Lessons.* By S. J. SONNENBERG. Boards, 16mo, pp. 81. 50 cts. Prepared for use in the Cortland Normal School.

This is a work on elementary grammar, based on the sentence and taking up the parts of speech and syntax. It may be used with any text-book.

7. *Time Question Book No. 14, Grammar.* By ALBERT P. SOUTHWICK.

Exercises in English Syntax.

By A. G. BUGBEE. Leatherette, 16mo, pp. 87. 35 cts.

This differs from other handbooks of sentences for class-drill, in that it does not print wrong sentences to be corrected—a practice now generally condemned because a wrong form should never be put before the child's eye—but leaves blanks in the sentence to be filled by the pupil from a choice of expressions given, thus in the most effective way calling attention to right usage and its reasons. Thus:

1. "His wealth and bid adieu to each other." Use *him or he*.

2. "..... art most in fault." Use *thou or thee*.

3. and were chosen." Use *her or she*, and *he or him*.

4. "..... do you think was there?" Use *who or whom*.

No book we have ever published has met a readier or more hearty reception. From the many good words that have come to us, we select the following:

"I am thoroughly pleased with Bugbee's *Exercises in English Syntax*. Having used for some years a ms. work of my own of similar character, I would be pleased to lay it aside for better and more convenient form. Please give me your introductory rates."—H. E. CHAMBERS, *Principal No. 12, New Orleans*, and editor of *Progressive Teacher*.

"It is not intended to take the place of a grammar but to become a valuable auxiliary to it. The value of the book is apparent at a glance."—*Commonwealth*, Boston.

"The advantages of this plan are so apparent that not a word of commendation need be spoken."—*Carolina Teacher*.

"A useful and sensible manual, and all the better for being free from ambitious novelties."—*Independent*.

"Nothing else so excellent in its way has come to our notice, and we think its use will do much to train children to correct habits of speech. It is based on good sound doctrine."—*Educational Courier*, Louisville, Ky.

"Teachers are well nigh as anxious for exercises in English syntax as they were before the crusade against teaching that subject. It would be difficult to desire the work essayed better done than in this monograph. It aids the teacher in all of the standard work of the class; it suggests scores of things that the teacher wonders why he has not tried for himself. America is to be congratulated upon having such an array of ingenious men in the school-room, and publishers like Mr. Bardeen, who knows how to find them and how to use them."—*N. E. Journal of Education*.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps in Foreign Languages

1. *Grammars*. The following are uniform in plan and form, with Exercises, Reading-Lessons, and Dialogues, for use in Schools and for Self-Instruction. (a) *German*. By MATTHIAS MEISSNER. Pp. 238. (b) *Icelandic*. By E. RASK. Pp. 126. (c) *Danish and Norwegian* *. By H. LUND. Pp. 145. (d) *Modern Greek* *. By A. VLACHOS. Pp. 144. Each \$1.25. * Keys, 25 cts.
2. *Conversation Books*, giving the phrases most in use, with vocabulary so arranged as to be most convenient for use in travelling.
 - (a) *Italian*, pp. 166. (b) *Spanish*, pp. 160. (c) *Swedish*, pp. 142. (d) *Danish and Norwegian*, pp. 128. (e) *Russian*, pp. 130. Cloth, 75 cts. each.
3. *Travellers' Practical Manual of Conversation in English, German, French, Italian*. By FRANZ THIMM. Paper, 16mo, pp. 226, 60 cts.
4. *Correspondence Manuals*, giving phraseology, alphabetical list of merchandise, commercial terms, tables of money, weights, and measures, etc.
 - (a) *Italian*, pp. 93; (b) *Spanish*, pp. 109. Paper, 50 cts. each.
5. *Self-Taught Series*, containing the words in general use, colloquial phrases, and dialogues, with complete English pronunciation of every word.
 - (a) *German*, pp. 80; (b) *Italian*, pp. 80; (c) *Spanish*, pp. 84; (d) *Norwegian*, pp. 87, 40 cts. each; (e) *Turkish*, pp. 144; (f) *Arabic*, pp. 104, \$1.25 each.
6. *A Practical Elementary Turkish Grammar*. By C. J. TARRING. Cloth, 12mo, pp. 214. \$2.00.
7. *An Assyrian Grammar for Comparative Purposes*. By A. H. SAYCE. Cloth, 12mo, pp. 204. \$3.00.
8. *Elements of Gaelic Grammar*. By ALEXANDER STEWART. Cloth, 16mo, pp. 200, \$2.00.
9. *A Pronouncing English-Gaelic and Gaelic-English Dictionary, to which is prefixed a concise but most comprehensive Grammar*. By NEIL MACALPINE. Cloth, 12mo, pp. 609, \$3.00.
10. *German Declensions Made Easy*. By W. A. WHEATLEY. 16mo, pp. 28, 15 cts.
11. *Interlinear German Reading-Book, for Self-Tuition*. Cloth, 12mo, pp. 88, 75 cts. This is on the Hamiltonian method.
12. *The Child's German Book*. By F. HAHN. Paper, 12mo, pp. 80, 40 cts.
13. *The German Letter-Writer, with the Forms of Polite Correspondence, and Explanatory Notes*. By F. FRANCK. Paper, 16mo, pp. 112, 40 cts.
14. *The Literature of Germany from its earliest Period to the Present Time, Historically Developed*. By FRANZ THIMM. Cloth, 12mo, pp. 264, \$1.00.
15. *Lessing's German Fables; Goethe's Egmont; Schiller's Plays, (a) Die Jungfrau von Orleans; (b) Marie Stuart; (c) Wilhelm Tell; (d) Der Neffe als Onkel. With English Notes*. Boards, each, 40 cts.
16. *The Regents' Selections in French and in German Literature*. Paper, 16mo, each, 10 cts.
17. *Dr. Pick's Method applied to acquiring the French Language*. Leatherette, 16mo, pp. 113, \$1.00.
18. *Italian Reader, with English Notes*. By G. MARCHETTI. Cloth, 12mo, pp. 128, 75 cts.

Helps in English Literature.

2. *Outlines of English Literature*. By BLANCHE R. DANIEL. Cloth, 16mo, pp. 50, *interleaved for notes*, 50 cts.

This has been prepared especially for Regents' classes, and follows the Syllabus closely. It contains 49 portraits, with sketches, critical notes, etc., and while invaluable for its special purpose, will also be found of great utility in all literature classes.

2. *A Series of Questions in English and American Literature*. Prepared for class drill and private study by MARY F. HENDRICK. Boards, pp. 100, *interleaved*. 35 cts.

This edition is especially prepared for taking notes in the literature class, and may be used in connection with any text-book or under any system.

3. *Early English Literature*, from the Lay of Beowulf to Edmund Spenser. By WM. B. HARLOW. Cloth, 16mo, pp. 138. 75 cts.

This volume gives copious extracts from all leading authors, of sufficient length to afford a fair taste of their style, with critical notes.

4. *Regents' Selections in Literature*. Selections for Repetition from Memory at the Examinations conducted by the Regents of the University of the State of New York, in connection with the courses of American, German, and French Literature. Leatherette, 16mo, pp. 93, 25 cts. The same with the songs set to music 35 cts. Each separate, paper, 10 cts.

These selections were officially prepared in the Regents' office, and published under the direction of Mr. James Russell Parsons, Jr. Besides their special purpose, they will be found admirable for use in classes.

5. *Facts in Literature*. By JOHN D. MEESE. Paper, 16mo, pp. 38. 15 cts.
6. *Dime Question Book No. 2, General Literature*, and No. 13, *American Literature*. By ALBERT P. SOUTHWICK. Paper, 16mo, pp. 35, 39. 10 cts. each.
7. *How to Secure the Greatest Value from a Book*. By the Rev. R. W. LOWRIE. 8vo, pp. 12. 25 cts.

8. *Authors' Birthday Exercises, First Series*. By C. W. BARDEEN. 16mo, pp. 359. Manilla 50 cts.; Cloth \$1.00. Send for special circular.

9. *Game of Fireside Authors*. A box of 52 cards, with portraits and four best known books of 52 leading authors. With directions for playing. 35 cts.

10. *Young Folk's Favorite Authors*. A box of 52 cards, with portraits and four best-known books of 13 famous authors of books for the young. With directions for playing. 35 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.



Bardeen's Authors' Birthday Exercises

Three series of these exercises have been published, giving sketches of the following authors:

Month	1st Series	2d Series	3d Series
Jan.	Poe	B. Taylor	Franklin
Feb.	Longfellow *	Lowell *	Curtis
Mch.	T. B. Read	Howells	Whipple
Apr.	Irving	Motley	Mitchell
May	Whitman	Emerson *	Prescott
June	H. B. Stowe	Saxe	Celia Thaxter
July	Hawthorne *	Thoreau	Stoddard
Aug.	Holmes *	E. S. Phelps-Ward	Bret Harte
Sept.	Cooper	Parkman	Winthrop
Oct.	Bancroft	Cable	Stedman
Nov.	Bryant *	Aldrich	Mark Twain
Dec.	Whittier	J. C. Harris	Higginson

* Fine life-size bust portraits of those starred sent post-paid at \$1.00 each.

These books were written with a single purpose—to furnish public exercises to be used in schools, each of which shall make upon every pupil present a lasting impression of the author named, his life, his character, his writings, and his distinctive place in literature. That they have served this purpose in hundreds of schools the letters that come to us from every direction testify. They also afford a desirable side-help for literature classes. They contain a great many illustrations, and 90 different portraits of 79 different authors.

"Mr. Bardeen's book, 'Authors' Birthdays', third series, is inimitable. There is but one Bardeen in American biography. He discovers and *discloses* a new charm in the authors whose birthdays he celebrates with his appreciative characterizations. Every teacher who appreciates the opportunities of life should read these books."—*Public School Journal*.

"The book will not only prove useful to the teacher in her work, but it is both interesting and inspiring in itself, full of delightful selections, happy anecdotes, and the thoughtful estimates of a man of sound literary judgment and broad sympathy."—*Popular Educator*.

"Readers who are acquainted with the first two groups will remember that Mr. Bardeen knows how to tell what has pleased him. Others may feel assured that they will find here a large collection of delightful biography, anecdote, and extracts, presented in an easy, delightful way."—*Inland Educator*.

"No form of school-book is better calculated to develop character than biography. C. W. Bardeen is out with a new volume of Authors' Birthdays. * * * The treatment is critical as well as biographical, the style lively, simple, and entertaining. Many small half-tone portraits add life to the pages. The book will form a worthy addition to the libraries of young folks, and prove also a useful help to teachers and parents."—*Sunday School Times*.

16mo, pp. 359, 459, 367. Each Series in manilla, 50 cts.; in cloth, \$1.00.

OPINIONS OF BARDEEN'S AUTHORS BIRTHDAYS

"The work is well done."—*Literary World*.

"Each paper serves as a pleasant memorial of the author's birthday. It is tastefully printed and illustrated."—*The Congregationalist*.

"Anecdotes, biographical sketches, critical estimates, and well-chosen extracts help to make a book that many teachers will find helpful and practical."—*Inland Educator*.

"We find here very clearly written sketches of the lives of the above-named authors, a characterization of their works, and choice selections from their writings. They make a very pleasant way of studying American literature."—*School Board Journal*.

"Brother Bardeen's 'Authors' Birthday Exercises' have long been one of the most interesting and valuable features of the Bulletin. His judgments have usually been just, his insight keen and appreciative, and his literary perspective true."—*Florida School Exponent*.

"I appreciate the book very highly. The fact is, the title of the book is no key to its wonderful merits. I have never seen a biography or criticism that made such a vivid picture of the subject. I read nearly all the book at one sitting, and for days afterward I felt as if the whole group had just entertained me, each in his own way."—*J. P. Matthews*, President Piedmont Normal College, Va.

"The biographical and critical sketches touch succinctly all important points of the author's life, character, writings, style, and position in literature. Numerous short quotations from his writings are given to substantiate the statements and criticisms, and with each name is given a list of references to his works and to writings about him. The criticism is generally fair, unbiased, and frank,—and the broad, all-round presentation of the subject in brief space is highly to be commended."—*American Primary Teacher*.

"It is a book containing short sketches of 42 of our most gifted authors, together with a minute and entertaining analysis of their character and style, and of the influences which were instrumental in shaping their destinies. It is presented in such a form as to make entertaining as well as instructive reading, and although primarily designed for use in public schools, it is equally desirable for the literary society and home reading, and no library should be without a copy, whether its readers are young or old."—*Middletown Daily Press*.

"As a text book for private study as well as for class-room, this book has evident merit. Mr. Bardeen has given in not too verbose language the main facts in the lives of the writers whom he takes up in the series. Their principal writings and the main characteristics of their style he has also shown, so that as a handbook for introduction to a study of literature its value is at once apparent. Another advantageous feature is the bibliography appended to each chapter, thus opening the way for more thorough study of our great writers."—*Sunday School Times*.

Kotelmann's School Hygiene

Dr. Kotelmann's treatise was first published in 1895, and forms part of the great "Handbuch der Erziehungs- und Unterrichtslehre für höhere Schulen" Handbook of the Principles of Education and Instruction for Higher Schools) edited by Dr. A. Baumeister. It at once attracted the attention of specialists in different countries by reason of the masterly way in which it combined comprehensiveness with clearness and brevity, and scientific accuracy and moderation with an interesting, forceful, and above all practical mode of treatment.



DR. L. KOTELMANN

The present translation is made not from a copy revised and enlarged by the author especially for this edition. The number of illustrations has been nearly doubled; and the additions to the text aside from the alterations, consist partly of descriptions of the new illustrations and partly of an account of the investigations that have been made since the original was written.

The treatise is not merely or even mainly a treatise on school sanitation and infectious diseases, as the title might suggest to many, but rather a scientific discussion of the conditions of mental activity and health, and in general, of the physical basis of education for both teachers and pupils. The reader will find here a competent treatment of many of the most substantial topics discussed in this country under the head of Child Study.

"This book by Kotelmann is the best outline for the teacher. The book is written in an admirably concise style, and by aid of numerous tables a vast number of important facts and principles are presented."—Prof. W. H. H. Burnham, in *The Pedagogical Seminary*.

"The best German introduction to the study of school hygiene for teachers."—*The Same* in "Bibliography of School Hygiene", Proceedings National Educational Association, 1898, p. 513.

"This, the latest work of the eminent school hygienist, is published in the great 'Handbook' edited by Ministerial Councillor Dr. A. Baumeister. The divisions of the book differ from those customary in such works. The number of chapters is small and the material is therefore not scattered and the general view obscured as is the case with books with many chapters. * * * The book has many instructive illustrations and can be most heartily recommended, not only to teachers but also to doctors."—*Dr. Schuschney*, Professor of School Hygiene, Buda-Pesth, in *Pester medizinisch-chirurgische Presse*, 1895, No. 28, p. 681-682.

Cloth, 16mo., pp. 401 \$1.50

OPINIONS OF THE GERMAN EDITION OF KOTELMANN'S SCHOOL HYGIENE

(Previous to the appearance of the translation into English)

"Dr. Kotelmann discusses school hygiene in 137 pages; the treatise is popular and very interesting but at the same time rigidly scientific; and he makes due use of the literature of the subject, as was to be expected from the editor of the 'Zeitschrift für Schulgesundheitspflege'. The book is also to be strongly recommended to those of the medical profession who may desire to get their bearings quickly in this important chapter of hygiene."—*Dr. H. Neumann*, private docent of children's diseases, University of Berlin, in *Literaturbeilage der Deutschen medizinischen Wochenschrift*, 1895, No. 16, August 8, p. 104.

"The editor has secured for this part of the Handbook as for some others the best talent, and the readers of this journal need not be told about the merits of the writer. Within a very meagre compass for so comprehensive a subject he has succeeded in a truly masterly way in telling the reader everything essential, and in saving him from the ballast carried by larger works on school hygiene. The first section gives a sketch of the history of school hygiene in Germany, and in it the reader will find not a few things that are heedlessly passed over by larger works. In the next section, the hygiene of the school room is discussed (including natural and artificial lighting, ventilation, cleaning, heating, and furniture). I consider the limitation of the work to those points which the teacher can observe and control as an exceedingly happy one, the more so since only thus could the treatment be thorough. * * * The excellence of the work comes into still greater prominence in the second part, which treats of the hygiene of pupils. The author is here in his special field of labor, where his work has for so long been crowned with marked success. Here we find sketched with superior skill one after another—the hygiene of the nervous system, the eye, the ear, the voice, and the rest of the body. In everything the author proceeds with caution, distinguishing the ideal from the real, and striving only for the possible and attainable. I would mention in this connection especially his treatment of mental fatigue, recesses, afternoon sessions, and vacations. Teachers will find here reliable information free from such exaggerations as one so often finds not only on the part of doctors but also of pedagogues who have dabbled in medicine.

"The discussion of the hygiene of the eye is based upon a long and varied experience. Perhaps the evil consequences of home work with its imperfect conditions of illumination and seating might have been more strongly emphasized, and the teacher urged to make a fight against them by arranging and controlling the work. Yet even so we cannot be assured of the right result unless the doctor, especially the family doctor, is brought into connection with the school. If the matter is to be properly regulated, it must seek advice from medical science, and this book is warmly recommended to school men to serve this purpose."—*Dr. Hermann Schiller*, professor of pedagogy, and superior privy school councillor, Giessen, in *Zeitschrift für Schulgesundheitspflege*, 1895, No. 8, pp. 504-5.

"The eminent founder and editor of the 'Zeitschrift für Schulgesundheitspflege' (Journal for School Hygiene) has succeeded in giving us in the brief form of 137 pages a complete and critical treatise, in which everything essential is presented and the less important made accessible by bibliographical references. What a vast mass of material has been utilized can be seen especially in the introductory history of school hygiene. The use of rare sources of information, remote from the doctor's province, makes it clear that the writer has enjoyed a literary as well as a medical training, a fact which his well known book 'Gesundheitspflege im Mittelalter' (Hygiene in the Middle Ages) demonstrates beautifully. * * * We will take the liberty of expressing to the publishers the wish that they issue an edition separate from the Manual. The medical world will be glad to receive it as the pedagogical for which it was primarily intended."—*Dr. Schubert*, President of the Commission for School Hygiene in Nürnberg, Münchener medizinische Wochenschrift (Munich Medical Weekly), 1895.

"To Dr. Kotelmann of Hamburg was entrusted the writing of the hygienic section of the Handbook of Pedagogy for Higher Schools, which is being edited by Dr. Baumeister. A better man could not have been selected. The author of this interesting treatise is in fact not a novice. As editor of the 'Zeitschrift für Schulgesundheitspflege' he has been engaged with matters of school hygiene for many years, and there is no question concerning the schools, the pupils, and their hygiene that he has not had occasion to study and to treat in a thorough-going manner in the excellent journal he is publishing. Dr. Kotelmann has realized admirably that a publication designed for teachers, to be useful, must be practical and free from the theoretical discussion that encumbers the ordinary hygienic manuals. He has sought to limit his study to those hygienic conditions which are closely connected with the teacher and can be modified by him; and one can but admire the skill with which he has executed the difficult task he has given himself. * * * Such in brief is Dr. Kotelmann's treatise, which cannot be recommended too highly to all those who are occupied with school hygiene."—*Dr. Combe*, Professor at the University of Lausanne, medical advisor of the schools of Lausanne, in *Revue médicale de la Suisse Romande*, October 20, 1895, No. 10, pp. 549-550.

"* * * On the whole, this work, which is written in a scientific and conscientious spirit, will be read with profit not only by those for whom it was designed, namely, the teachers, but by all hygienists especially occupied with school hygiene."—*Dr. Mangenot*, Medical Inspector of the Schools of Paris, in *Revue d'Hygiène et de Police Sanitaire*, 1895. No. 8, August 20, pp. 744-746.

"This book by Kotelmann is the best outline for the teacher. The book is written in an admirably concise style, and by aid of numerous tables a vast number of important facts and principles are presented."—*Prof. W. H. II. Burnham*, in *The Pedagogical Seminary*.

"It deals with all sides of the question in a sensible and serviceable way."—*The Congregationalist*, Boston, Mass.

"I like Kotelmann's School Hygiene and shall take pleasure in calling the attention of the teachers to it. I shall also request that copies of it be purchased in certain libraries used by them."—*Adeline F. Schively*, Girls Normal School, Philadelphia.

"The eminent founder and editor of the 'Zeitschrift für Schulgesundheitspflege' has succeeded in giving us, in the brief form of 390 pages, a complete and critical treatise on School Hygiene. The scope of the work will be best seen from the 'contents' as given by the author. * * * The eminent qualifications of the author, and his masterly success in combining comprehensiveness with clearness and brevity, and scientific accuracy and moderation with an interesting, forceful, and above all, a practical mode of treatment, are attested not only by the book itself, but by the opinions of experts in school hygiene from different countries. There are over forty excellent illustrations. There can be no better book for the teacher, and we strongly advise all engaged in teaching—more especially in public schools—to make a study of it."—*The Educational News*, Scotland.

"As an antidote to congested programmes and over-pressure, no subject is of so much importance nowadays as school hygiene. Germany is perhaps the only country in which it has received the attention which it deserves. Kotelmann condenses the most important results of hundreds of experiments on the lighting, heating, and ventilating of school-rooms, school furniture, programmes, over-pressure, the care of the eye, the ear, and the vocal organs, and diseases incident to school life. We have in this book the substance of the reports and recommendations of government commissions, possessing the time, scientific skill, and means to investigate thoroughly the questions submitted to them. The book closes with a valuable bibliography and full index. School commissioners and inspectors will find it very helpful in the proper discharge of their duties."—*A. McKay* in *The Educational Review*, St. John, N. B.

"Dr. Kotelmann has been for ten years editor of a German journal, which he founded, devoted exclusively to school hygiene. He is furthermore a specialist in eye diseases, so that we have in his 'School Hygiene' a book that rests on scientific study and experience. It is eminently practical, as well as scholarly and scientific. Although the book was written for German schools, its author drew his statistics and observations from many countries, and the principles hold good anywhere. The hygiene of the schoolroom—lighting, ventilating, cleaning, heating, and furniture—occupies about half the book; and the rest is devoted to the hygiene of pupils, the nervous system, the eye, the ear, the voice, and the rest of the body. It is remarkably comprehensive; no essential of any branch of the subjects seems to have been neglected. He is always reasonable and reliable, never exaggerating or wandering off in theories. Every one connected with schools should read this book. The translators and publishers have done us a good service by making it available."—*New England Journal of Education*.

OPINIONS OF KOTELMANN'S SCHOOL HYGIENE

"This is a work at once complete, scholarly and practical. The subject in all its phrases and bearings is treated clearly and forcibly and the more important ones minutely. It is a book that should be in the hands of every man charged with the oversight of schools. A copious index makes it a handy reference work."—*Florida School Exponent*.

"Dr. Kotelmann's treatise, which appeared first in 1895, and has since been revised, has already won distinction as a remarkably clear, practical, scientific discussion. The various kinds of seats and desks, ventilating devices, heating apparatus, lighting, cleaning, programmes, sight, hearing, sitting, speaking are all discussed in a particular and specific way, not in broad generalization. The teacher who reads the book soon finds that the author's purpose is to provide for the pupil an atmosphere of health and the best conditions for work."—*The Inland Educator*, Terre Haute, Ind.

"This volume is a translation from the German, and its high character is guaranteed by the eminent qualifications of its author, than whom no modern writer is more scientifically familiar with the subjects involved in the care of bodily health of school children. At every point in the pupil's life where school attendance and school duties might affect the body or any of its members, Dr. Kotelmann has pointed out the cause of danger, the means of avoiding it, or the remedy for unhygienic conditions. Hygiene is the most important division of physiology in schools."—*Public School Journal*.

"The excellence of the German edition of this handbook of school hygiene has already been noticed in the *Pedagogical Seminary*. The English translation by Dr. Bergstrom has been made from an improved edition specially prepared by the author for this purpose, and hence it comes to pass that the translation forms a more valuable work than the original; for much new and important material has been added. The translator has done his work with the care and accuracy characteristic of the thorough student, and has added an interesting introduction and a valuable bibliography. With such a work accessible in English there is no longer any excuse for teachers if they remain ignorant of the fundamental teachings of school hygiene."—Prof. W. H. Burnham in *Pedagogical Seminary*.

"This treatise is in our opinion one of the best and most useful for its size which we have met with for a long while. * * * The whole subject is treated with great fullness and an abundance of statistics; and, in addition to the usual topics, we have chapters on the nervous system, school programmes, curvature of the spine, and infectious diseases. We are also given a long bibliography—somewhat incomplete from an English point of view—and a full and useful index. The chapters which we would specially recommend to schoolmasters and schoolmistresses are those on natural lighting, ventilation, cleaning, heating, and school furniture. In the last-named the subject of desks and seats is very fully and instructively treated, and will be found useful by every one. * * * A great many of us will be all the better for having such a book as this beside us for frequent consultation."—*The Journal of Education*, London.

OPINIONS OF KOTELMANN'S SCHOOL HYGIENE

"This new work is fully illustrated, and a copy ought to be in the hands of every school superintendent. It seems to us to be beyond compare the best work of its class that we have seen."—*Learning and Doing*.

"Here is a book by an educator who has given the greater part of his life to the study of school hygiene and is thus enabled to speak from the standpoint of authority. The words of such educators carry weight. They are listened to and their works are read by others who wish to learn wisdom from the lips of the wise. It overflows with practical suggestions concerning questions upon which teachers are constantly seeking enlightenment. Ventilation, heating, the nervous system, diseases of the eye and ear, contagious diseases, are only a few from these splendid chapters."—*Conn. School Journal*.

"We are more than glad to receive from C. W. Bardeen, Syracuse, N. Y., School Hygiene, by Ludwig Kotelmann, Ph.D., M.D., translated from a copy revised and enlarged by the author especially for this edition, by Prof. John A. Bergström and Edward Conradi of Indiana University. This is as complete a manual of school hygiene as can be desired. It is especially strong in the perplexed subjects of lighting, heating, school furniture, and those perils of the school-room, nervous troubles, ear and eye, and infectious diseases and curvature of the spine. The book is a godsend to intelligent teachers. Without being in the least 'fussy' or alarmist, it covers the ground thoroughly."—*The Evangelist*.

"This is the finest work on school hygiene that it has been our fortune to examine. Every topic that is taken up is discussed exhaustively and philosophically. Chapter I outlines the history of school hygiene in Germany. It is absorbingly interesting. Chapters II and III treat of the light of the school-room, including artificial lighting, curtains, shades, draperies, awnings, colors, sunlight, all discussed in a way that is helpful to the teacher in any kind of a school-room. Chapters IV and V discuss ventilation, cleaning, and heating. There are no more important topics in school hygiene than these, and the treatment of them is very practical. The results of carefully conducted experiments with the air, dust, closets and heating appliances are invaluable. Nearly 50 pages are given to the discussion of school furniture, including desks, seats, black-boards, chalk, erasers, etc. The latter half of the book is devoted to the hygiene of the nervous system, daily programme, recesses, vacation journeys, overpressure, nose bleed, sleep, suicide, St. Vitus dance, hygiene of the eye, ear, and vocal organs (80 pages), infectious diseases, etc., etc. Thirty pages are given to a bibliography of English and American books and papers on school hygiene. One of the burning questions in educational circles to-day is school hygiene. It covers a wide field, from architecture to ethics. It has been in the past universally neglected. The awakening to its importance is only beginning. The translation of this work comes at an opportune time, and it should do a world of good. School people desiring scientific information covering very nearly the entire field will need this book.—Having gotten it and read it, they will be more than satisfied."—*Northwest Journal of Education*.

OPINIONS OF KOTELMANN'S SCHOOL HYGIENE

"You have done a good work in publishing a translation of Kotelmann's School Hygiene. I have just ordered half a dozen copies for our library, and want one for myself. Please send me one copy by mail, with bill, and I will remit on its receipt."—Prof. Ellwood P. Cubberley, Department of Education, Leland Stanford University, Cal.

"The volume has been placed on the tentative list of books now being considered for the use of The Indiana Teachers' Reading Circle. It is certainly a valuable, high grade work."—Prof. James A. Woodburn, Indiana University.

"I agree with you in saying it is the best on the subject I have seen and I think every teacher and school officer ought to read it. We need to look after the hygienic side of schools more than we are doing and this book will certainly cause us to think along that line."—L. J. McCreery, County Superintendent, Rushville, Ill.

"Mr. Bardeen is at once a critical editor and publisher. Few men in the country have so clear a discernment of the needs of the schools and such aptness in supplying their wants. Dr. Kotelmann is perhaps the highest authority on the matter of school hygiene, and it may be unnecessary to say more than that this American edition will have a welcome. The treatise is popular, interesting, and rigidly scientific. The book should be in the hands of every school official."—Va. *School Journal*.

"Child study, if it has done nothing else, has given a great impetus to the better knowledge of the importance of the physiological condition of the child, as well as the hygienic conditions of the schoolroom. This subject is treated expertly in Dr. Kotelmann's book, translated by Dr. J. A. Bergström and Edward Couradi. It treats of lighting, ventilating, cleaning, heating; and of school furniture and various signs of trouble with, and treatment of, the nervous system, eyes, ears, vocal organs, and spine, together with chapters on infectious diseases, the history of school hygiene, and a bibliography. Although the book is in some respects quite special and apart from the ordinary interest of the teacher, yet there is much in it which every teacher should know."—*The Sunday School Times*.

"Its author was many years a teacher, and is now a physician, and up to last year was for ten years editor of the (German) *Journal for School-Hygiene*, probably the best publication in this field. He is thus amply prepared for his task, which has been executed with scrupulous care and patience. Its range is wide: the orientation and lighting of school buildings; ventilation and cleaning; heating; furniture; programmes; the nervous system; the eye; the ear; the vocal organs; curvature of the spine; and infectious diseases. The book is of course German, a fact especially important in such topics as school furniture, and school programmes, but even in these subjects wherein foreign and American institutions differ so much, full of valuable helps for American schoolmasters. It is indeed a book to be thoroughly studied and of great value in the discussions of the subject soon to demand attention in this country."—*Wisconsin Journal of Education*.

OPINIONS OF KOTELMANN'S SCHOOL HYGIENE

"Please send us as soon as possible ten copies Kotelmann's 'School Hygiene', billed to the commonwealth of Massachusetts as per enclosed circulars."—John G. Thompson, State normal school, Fitchburg, Mass.

"Please send to my address four copies of Kotelmann's School Hygiene with bill for same at introductory price and oblige. I have examined this book and find it adapted to use as a basis for our course in pedagogical research."—F. M. Hamilton, director psychological laboratory and instructor in education, Ohio State University.

"I have carefully read Kotelmann's School Hygiene purchased from you. It is an admirable book,—I think the best work published on the subject on which it treats. It ought to be in the hands of every teacher."—Sup't S. R. Brown, East Syracuse, N. Y.

"It is a brief but complete and critical treatise in which every essential is presented, and the less important made accessible by bibliographical references. The book is written in an admirable and concise style, and will be read with profit, not only by those for whom it is designed, namely, the teachers, but by the medical world as well."—*Georgia Education*.

"Everything from the hanging of a window curtain to the diseases of the eye is considered in this work on school hygiene. The management of light, heating, ventilation, cleaning, daily programmes, recesses, home study, over-stimulated nerves, and vaccination are treated in a commonsense way, from the health standpoint."—*Primary Education*.

"Cervantes says: 'There are men that will make you books, and turn them loose into the world, with as much dispatch as they would do a dish of fritters.' In Dr. Kotelmann's School Hygiene we have no hasty dish of fritters, but a well-stocked storeroom of substantial food for thought, carefully prepared and varying in kind. 'School Hygiene, which may be looked upon as a concentration of the principles of architecture, sanitary engineering, psychology, pedagogy, and preventive medicine upon the physical conditions of school life, requires more than a superficial acquaintance with these matters, * * * and school hygiene must therefore be placed high in the list of those subjects in which personality, scholarship and experience play a prominent part.' Dr. Kotelmann was the founder and for several years editor of the *Zeitschrift für Schulgesundheitspflege* (*Journal for School Hygiene*), and is now a practising ophthalmologist in Hamburg, Germany. He has devoted most of his life to the study of school hygiene, and is the author of many books and pamphlets on the subject. The mere schoolroom cleanliness which Dr. K. recommends would make the gentlemen of some school boards writhe on account of the expense. But strict cleanliness, proper lighting, heating, and ventilation, the care of eyesight, voice, and hearing, and the prevention of nervous strain and infectious diseases, are so sensible, and so economical in the long run, that we can afford them; we ought to afford them, even if our patronage of book companies has to suffer a little. German works are copiously referred to throughout the text and a very full bibliography of English and American works on school hygiene is added at the close of the book. A good index is also given."—*Kindergarten Review*.

Helps in Physical Culture

1. *Home Exercise for Health and Cure*. Translated from the German of D. G. R. SCHREIBER, M. D., by C. R. BARDEEN, assistant in histology, Johns Hopkins University. Cloth, 16mo, pp. 91, 45 Illustrations, 50 cts.

The teacher's work is confining, and leads to special physical defects. These are recognized in this manual, which provides "prescriptions", or combinations of exercises to meet certain needs. The exercises are for men and women alike, and there is not a teacher in America but would profit by them.

"An interesting manual which not only does not require a gymnasium, but even dispenses with Indian clubs, wands, and dumb-bells. The original treatise has had a wide circulation in Germany. It suggests the principles of the Delsarte system."—*Atlantic Monthly*.



"It is certainly a most practical little book, more than usually interesting on account of the exact physiological effects described as the object of each exercise."—*The Educational Review*.

2. *A System of Physical Culture, prepared expressly for Public School Work*. By LOUISE PREECE. Cloth, 4to, pp. 388, \$2.00.

This system is used in more American cities than any other. It contains 183 photographs from life, besides many other illustrations, and concludes with pantomime work which will be found of great value in preparing for exhibitions.

3. *A Practical Delsarte Primer*. By ANNA RANDALL-DIEHL. Cloth, 16mo, pp. 66, 50 cts.

4. *The Song Gymnast*. Cloth, small 4to, pp. 110, 50 cts.

This contains three series of calisthenic exercises for schools: Elementary, Advanced, and Exhibition exercises, all with music, careful directions and abundant illustrations, some hundreds of figures being given. It is the most practical and available collection ever issued.

5. *Calisthenics and Disciplinary Exercises*. By E. V. DE GRAFF. Manila, 16mo, pp. 39, 25 cts.

6. *An Essay on the Neglect of Bodily Development of American Youth*. By A. REINHART. Paper, 8vo, pp. 15, 25 cts.

7. *Physiology Cards, for Students and Teachers*. By C. S. PALMER. 70 cards, 2½x3½ inches, in Box 50 cts.

These cards contain questions with full answers, and directions are given so as to impart this important subject by means of a game.

8. *Anatomical Manikin*. By CARL V. HENNIG. Manila, 8vo, pp. 18, \$1.00.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF KOTELMANN'S SCHOOL HYGIENE

"I have looked through Kotelmann's School Hygiene with great interest. I feel that in publishing this book you have put everybody interested in the welfare of the children in the public schools under great obligations to you. There is nothing else in English that treats the subject so well, and the school life of children will soon be wonderfully improved in many places if the book is brought to the attention of boards of education, superintendents, principals, and teachers. Every superintendent of schools should see that his principals and teachers acquaint themselves with the work. I hope that you will advertise this book extensively, for it is one of the most important publications you have ever issued."—*Albert Leonard*, Dean College Liberal Arts, Syracuse University.

"I am much interested in Bergström's Kotelmann's School Hygiene. It is without doubt the best popular work in English."—*Prof. Wm. L. Bryan*, Indiana University, Bloomington, Ind.

"This book presents a full and scientific discussion of school-room hygiene. The questions of lighting, heating, ventilating, school furniture, the nervous system, and nervous ailments peculiar to the school-room, school programmes, the eye, the ear, the vocal organs, curvature of the spine, infectious diseases, are all treated in a practical way and from the standpoint of scientific truth."—*N. C. Journal of Education*.

"When the fact became established that all infectious diseases were also preventable diseases, and when it was observed sufficiently often that the opening of the school year marked the beginning of epidemics of diphtheria, scarlet fever, measles and other acute diseases of children, then the student of preventive medicine came to realize that there was something still lacking in our knowledge of school hygiene and his attention was promptly attracted to the subject; not that the subject of school hygiene had been previously neglected, but that now it presented newer and more important problems. Of late years much valuable and effective work has been done in this field, and the results accomplished give great promise for the future. The bulk of the work in this direction must be done by experts in medicine and hygiene and by the architects of school buildings, but much good may be attained also by educating the teachers in matters pertaining to the general subject of hygiene, especially as it relates to the individual pupil. Among the recent additions to the literature of school hygiene is a translation from the German by Professor Ludwig Kotelmann by Professor John A. Bergström and Edward Conradi. There is an effort in this work to make the subject intelligible to the average teacher. * * * A short biography by Professor Kotelmann is the main feature of the introduction. The first section describes the development of the hygienic idea in German schools. The next section deals with the subjects that belong pre-eminently to the architect, such as natural and artificial lighting, ventilation, heating and school furniture. There is next a chapter on the school programme, in which the relation of subjects and hours for work and recreation are considered. The remaining chapters are devoted to physiological defects of special senses, as those of sight and hearing, of the nervous system, of the muscular and osseous frame, and finally a chapter on be infectious diseases."—*A. Ralph Johnstone, M.D.*, in *The School Weekly*.

Books for Teaching Geography.

1. *A Brief Geography of the Empire State.* With 25 outline maps on uniform scale, 5 relief maps, and 125 illustrations. By C. W. BARDEEN. Cloth, 8vo, pp. 120. 75 cts. Outline maps of New York for pupils' use to accompany it, 15 cts. per pad of 50.

Primary Education says of this book: "The work has several unusual features. The series of outline maps is designed to make prominent one thing at a time. * * * There are also the unusual maps of Mineral Springs, Indian Reservations, and of Charitable and Correctional Institutions. The book is intended for the use of pupils as young as fifth grade. * * * The illustrations embrace the unequalled natural attractions of a State famous for its beauty of waterfall, mountain, and landscape. These illustrations are of excellent quality and tastefully arranged, and will be enjoyed by everybody who turns the leaves of this unique book, whether they belong to the Empire State or to some other part of our broad country. The book is full of unexpressed State pride, and the school children of New York will feel richer in their State inheritance after their study of this concentrated record of the facts, resources, and history of a State always justly proud of its past and present. * * * It is a credit not only to Publisher Bardeen's enterprise but to his love for his State and his recognition of the grade and quality of his State constituents, that he has seen and felt the occasion to bring out a book of this nature."

2. *The Oswego Method of Teaching Geography.* By AMOS W. FARNHAM. Cloth, 16mo, pp. 127. 50 cts.

Dr. Sheldon, principal of the Oswego Normal, says in the preface: "The plan, the order of arrangement, the exclusion of unnecessary details, all seem to me very commendable. And I take pleasure in endorsing it as an embodiment of my own idea as to the method of teaching geography."

3. *Descriptive Geography taught by means of Map-Drawing.* By EVA D. WILKINS. Boards 4to.

(a) *Map Drawing Book of the Continents*, pp. 66. 75 cts.

(b) *Map Drawing Book of the United States*, pp. 89. 75 cts.

(c) *Teachers' Edition for both the above*, pp. 129. \$1.50.

4. *Topical Geography*, with Methods and Supplementary Notes. By IDA L. GRIFFIN. Leatherette, 12mo, pp. 142. 50 cts.

5. *Oral Instruction in Geography.* By EMMA L. PARDON. Paper, 16mo, pp. 29. 15 cts.

6. *A School Geography of Pennsylvania.* By J. W. REDWAY. Leatherette, 16mo, pp. 98. 35 cts. Indispensable to Pennsylvania teachers.

7. *A Globe Manual for Schools.* By FLAVIUS J. CHENEY. Paper, 16mo, pp. 95. 25 cts. Few teachers grasp the possibilities of globe-instruction.

8. *The International Date Line.* By HENRY COLLINS. Paper, 16mo, pp. 15. 15 cts. This is final authority on a subject often little understood.

9. *Latitude, Longitude and Time.* By J. A. BASSETT. Manila, 16mo, pp. 42. 25 cts. Makes simple one of the most difficult subjects.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Geography Question Books.

1. *Topical Geography Questions.* By A. M. EDWARDS. 16mo, pp. 212. Cloth, \$1.00; manilla, 50 cts.

This is the new edition of Edwards's Geography cards, printed in book form. It gives all Mr. Edwards's questions arranged by topics, that have proved so popular in card-form, and adds to them, arranged separately under each topic, all the questions in geography given at the Regents' examinations of 1893-4, 1894-5, 1895-6, three full years. This is the only form in which the Regents' questions for these years may be had separately, and the only volume in which the Regents' questions have ever been arranged topically. The advantage cannot be overestimated of having these recent Regents' questions, so highly valued for their selection and their form, topically arranged. For Regents' schools they are of course indispensable, but in all other schools they will be found the best questions ever printed. The same questions may be had printed on cardboard of six different colors for \$1.00.

2. *The Regents' Questions in Geography from the beginning to 1892.* Manilla, 16mo, pp. 70. 25 cts. Key, 25 cts.

Of this collection of 1987 questions in geography more than a hundred thousand have been sold. Many cities and villages use it as a regular textbook for review, finding it the best possible preparation for any kind of examination.

3. *The New York Uniform Questions in Geography*, from 1892 to date. With full Answers. Manilla, 16mo, pp. 80. 25 cts.

The care with which all the Uniform questions are prepared, that they may be fair and comprehensive, is well known. The geography questions are among the best of the series, and are well adapted for class use; while for self-preparation they have the great advantage that the answers immediately follow the questions for each examination, so that they may be readily consulted.

4. *Dime Question Book, No. 19, Physical and Political Geography.* By A. P. SOUTHWICK. Paper, 16mo, pp. 40. 10 cts.

This includes both physical and political geography, and gives full answers to the questions, adding notes, queries, etc. It is especially useful for giving to a geography class questions of a different character from those in the text-book, thus arousing interest and suggesting investigation.

5. *Review Questions in Geography.* By MRS. JENNIE B. PRENTICE. Paper, 16mo, pp. 48. 15 cts.

In this book the questions are arranged topically. No answers are published. It has proved an excellent book to put in the hands of pupils, and is regularly adopted as a text book in many of the best schools.

6. *Review Lessons in Geography.* By J. H. CRAIN. Paper, 16mo, pp. 60. 25 cts.

This contains 692 questions, miscellaneous arranged, and of all degrees of difficulty. It is a sufficient test for any kind of examination.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Edwards's Geography Cards.

These cards, of which a specimen is here given, may be used with any text-book, and are meant to supplement it by giving questions for the pupil to look up either from reference-books in school, or at home. Especial attention is given to commercial relations; productions, exports, imports; routes and cost of travel, distances, time required, etc.—in short the *practical* side of geography. It has been found that pupils using these cards acquire new interest in geography, and are led into habits of investigation. They are great time-savers for the teacher, as a single box of cards answers for the entire class. The blanks upon each card give space for additional questions that are important in any locality. Thus on the card given, a teacher in Kalamazoo, Mich., might write: "What is the distance from Kalamazoo to Chicago? to Detroit? In which city do Kalamazoo people do the more trading? Why?" etc. A set of these cards will save the teacher needless hours of study by preserving classified memoranda in convenient form.

76

ILLINOIS

Describe Illinois. Educational institutions; famous men; historic account. What is Chicago termed? why? Give a full account of the growth and prosperity of the city. Describe the stock yards; grain elevators; industries. Give an account of journeys from Chicago to Fargo, Duluth, Omaha. Name the different routes one may take, comparative expense, time required, advantages and disadvantages of each.

ADDITIONAL QUESTIONS.

.....
.....
.....
.....
.....

al questions that are important in any locality. Thus on the card given, a teacher in Kalamazoo, Mich., might write: "What is the distance from Kalamazoo to Chicago? to Detroit? In which city do Kalamazoo people do the more trading? Why?" etc. A set of these cards will save the teacher needless hours of study by preserving classified memoranda in convenient form.

The cards are printed on cardboard of six different colors, the red (1-40) giving general questions upon the continents, the blue (41-92) upon the States, the yellow (93-123) upon Canada, Central and South America, the buff (124-165) upon Europe, the pink (166-188) upon Asia, Africa, and Oceania, and the light blue (192-200) general questions of travel.

They are put up in two boxes, Part I containing the cards from 1-100, and Part II those from 101-200, and are sent post-paid at 50 cts. per box.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Edwards's Geography Game.

This consists of 100 cards each with five questions printed on one side, as in the sample shown.

—4—

WHAT city manufactures more jewelry than any other city in the Union?

Providence.

WHAT city is the eastern terminus of the Erie Canal?

Albany.

IN what state are the most valuable zinc mines on the continent?

New Jersey.

WHICH state is called "Bay State"?

Massachusetts.

WHAT state borders Iowa on the north?

Minnesota.

Any number of persons may take part. The dealer distributes one card at a time around the circle from the left to right until all have three cards. He then places the pack face downward on the table. The player at the left of the dealer, whom we will call A, asks the player at his left hand any question from any card in his hand. If the player can answer it he takes the card and turns it face down on the table to begin a book. If he does not answer the question, it goes around the circle to the left, until it is answered, or all have had a chance. The one who answers it gets the card. No one can try more than once, and the person who asks the question must not answer it, even if nobody else does. If nobody answers the question, A keeps the card in his hand, the next player takes his turn at asking, and so on.

When any player has asked a question and given up the card to the one who answered it, he must draw another from the top of the pack, so that each player holds three cards in his hand all the time. If any player finds that he has a card from which nobody can answer any question, he may reject the card and draw another. When the player has won four cards he calls it a book. The number of books to win a game depends on the number of players. If two or three persons are playing, four books constitute a game. When there are four or five players, three books make a game.

IN A LARGE COMPANY OR AT SCHOOL, the players may choose sides as at a spelling match. Let one be appointed questioner. He selects two leaders who choose the players alternately. They take their places on two sides as they are called. The questioner mixes the cards and places them on a table with the faces downward. He then picks up the top card and asks one of the leaders a question, and the game is conducted as in spelling down. The cards come put up in a neat box, and are sent postpaid for 50 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps in Teaching Geography.

1. *Outline Blackboard Maps.* By Sup't GEORGE GRIFFITH, Utica. 8 Maps 27 x 34, on four sheets of tar-board. slated on both sides. \$8.00.



These maps include the five Continents, the United States, the State, and a blank for the County. The outline is permanent, while the pupil is to locate before the class whatever are the main features of the day's lesson. Among their many uses these are suggested:

- (1) The pupil while locating or describing any river, city, etc., draws it upon the map. If a mistake is made it is erased without erasing the outlines. (2) Reviews or examinations are made by having the pupil show on one of these maps all he knows of the country. The teacher glances at the result, erases mistakes, and has the pupil replace correctly. All is erased, and another pupil is set at work while the class proceeds with the regular lesson. (3) By different colorings the elevations or any physical features of different sections are easily and quickly shown. In the same way a geological map may be made. (4.) Historical maps may be quickly sketched, showing only the features needed.

2. *Relief Maps.* By DUNN Brothers. Switzerland, (a) 11x17½; \$3.50; (b) 23 x 34, \$10.00, (c) Palestine, 19 x 32, \$10.00, (d) United States, 48 x 42, \$100.00.

These are beautifully made and colored, showing physical as well as political features. Many teachers think geography should be taught only from relief maps, and all agree that they are of great utility.

3. *Geographical Cards*, with Topics and Questions, (a) *Part I.* Physical Geography and North America, 100 cards, 3¼ x 5¼ inches, 50 cts.; (b) *Part II.* The Rest of the World, 100 cards, 50 cts., or, (c) *Complete*, 200 cards, \$1.00.

These cards are intended to accompany any text-book in Geography. The topics and questions emphasize a necessity for thorough knowledge of commercial relations, exports, imports, routes of travel, expense of transportation: in fact, the cards deal with the Essentials of Geography, omitting that which is of little or no importance. The topics are *suggestive* rather than *exhaustive*. *Set of these Cards will save the teacher many needless hours of study and research, by preserving classified memoranda in compact form.*

4. *Geographical Game.* "Our Country" for Home and School, 100 cards, 2¼ x 3¾ inches, 50 cts. Will double the pupils' interest.

5. *Outline Topics Cards in Geography.* Per package of 12 cards, 5¼ x 6 inches 15 cts. Topics for the Continent on one side, for the State the other

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Globes, Maps, and Charts.

1. *The American Globes.* We have sold these globes for fifteen years, and know them to be the best in the market. The three styles most popular are made with a heavy metallic base like that shown in the cut, and in three styles, either plain, or with meridian like that shown in the cut ("half mounted"), or with meridian and horizon both ("full mounted"). The prices are as follows:

Size.	Plain.	Half M.	Full M.
6 inch.	\$ 2.50.	\$ 4.00.	\$ 6.00.
8 inch.	5.00.	7.00.	10.00.
12 inch.	8.00.	10.00.	15.00.
18 inch.	25.00.	30.00.	35.00.

2. *Johnston's Wall Maps.* These are of three sizes. 27x34 inches, costing \$1.50 each; 42x50, costing \$3.50 each; and 63x72, costing \$8.00 each. Spring rollers are added at an extra cost of \$1.00, \$1.50, and \$2.50 respectively.



The Common School Series (42x50 inches) includes (a) Hemispheres, (b) North America, (c) South America, (d) United States, (e) Europe, (f) Asia, (g) Africa. Others sometimes substituted or added are (h) World, Mercator's Projection, (i) Eastern Hemisphere, (j) Western Hemisphere.

We can furnish also in the 40x48 size: (k) England, (l) France, (m) Italy, (n) Spain, (o) Central America, (p) Orbis Veteribus Notus, (q) Italia Antiqua, (r) Græcia Antiqua, (s) Asia Minor, (t) Orbis Romanus, (u) De Bello Gallico, (v) Canaan and Palestine, (w) Bible Countries, (x) United States, historical. 2. *T. T. Piddiman Johnston's Maps*, 40x48, in sets only, including Hemispheres, North America, South America, United States, political, United States, historical, Europe, Asia, and Africa, 8 maps. Cloth, \$10.00 per set.

4. *Relief Maps* made by the Hunkel Brothers, Switzerland, 12x16, \$3.00; 26x30, \$10.00. Palestine, 22x35, \$10.00. *Dissected Maps*, N. Y., U. S., each 75 cts.

5. *Rand and McNally's General Map of the U. S.* Paper, 45x67, \$1.50.

6. *Maps of New York State*, (a) 61x66 inches. Cloth, on rollers, \$5.00; on spring rollers, \$7.50. (b) 30x36 inches, paper, \$1.00; cloth, \$1.50.

7. *Map of Onondaga County.* Cloth, 4x4½ ft. \$10.00.

8. *Eckhart's Anatomical Charts*, 12 plates, 100 figures, \$15.00.

9. *Reading Charts* of all kinds. The "Complete" at \$15.00 is the best.

10. *Johnson's Indestructible Chart of Astronomy*, 40x46 inches. \$3.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Books for Teaching History.

1. *A Working Manual of American History for Teachers and Students.*

By Prof. WM. H. MACE. 16mo, pp. 297. Cloth, \$1.00; manilla, 50 cts.

(1) It outlines the subject to 1870, showing phases of institutional life so as to reveal the organizing principle in each. (2) It gives abundant reference by volume and page to the leading authorities, making the book usable when time is short and books are scarce. (3) It gives original material for study at first hand, sets original problems, makes history real, and causes students to think.



2. *Topics and References in United States History.* By GEO. A. WILLIAMS. 16mo, pp. 181. Cloth, \$1.00; manilla, 50 cts.

The references are to magazines and to works written in popular style, with the idea that the first object is to awaken interest in the subject.

3. *An Outline Study of United States History.* By HARLOW GODARD. Leatherette, 16mo, pp. 136. 50 cts.

It gives (1) an outline of leading events; (2) directions for studying each topic; (3) a list of books for reference; (4) a review at the close of each period.

4. *A Thousand Questions in American History, with full Answers.* Cloth, 16mo, pp. 247. Price \$1.00.

This work shows rare breadth of view and discrimination, dealing not merely with events but with causes, and with the side-issues that have so much to do with determining the destiny of a nation.

5. *Helps in Fixing the Facts of American History.* By HENRY C. NORTHAM. Cloth, 16mo, pp. 298. Price \$1.00.

6. *Brief Views of U. S. History.* By ANNA M. JULLIAND. 16mo, pp. 69, 35 cts.

7. *Dime Question Books, No. 5, General History, and No. 6, United States History and Civil Government.* By ALBERT P. SOUTHWICK. Paper, 16mo, pp. 37, 32. 10 cts. each.

8. *Chronological Tables.* A Synchronistic Arrangement of the Events of Ancient History. By ARTHUR C. JENNINGS. Cloth, 8vo, pp. 136. \$1.00.

The range is from the foundation of Rome to the birth of Christ. In tables i-iv the student may see at a glance what political events in Palestine or the eastern monarchies occurred at the same time with those of Greek and Roman history. In tables v, vi he may see what stage each country had reached at any period in science, legislation, and literature.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Hendrick's Brief History of the Empire State.

The success of this work may be judged from the fact that the last Regents' report giving the text-books used shows that the number of schools in which Hendrick's History is used has increased from 98 in 1891-2, when first published, to 162 the next year, 189 the next, 231 the next, and 268 in 1895-6, the last reported, while two others are used altogether, and these only in 2 schools. Since the Regents give two counts to New York history, and the Department of Public Instruction gives nearly half the questions in American history to New York history, principals are not slow to see that the trend in history as in geography is toward beginning at home, and making first well-known that which is nearest. Here are some testimonials:

Entered 50 in New York history; passed 42, or 92% of class. Think the book first-class for the purpose.—Principal J. A. Bassett, Richfield Springs.

We use your History, 40 in the class. *It is the best supplementary Reader I ever saw.*—F. L. Gammage, Headmaster St. Paul's School.

Hendrick's book was used as a supplementary book in one of our grammar classes with very great acceptance. The teachers report great interest on the part of the pupils, and express the opinion that the book is admirably adapted to the purpose for which it was designed. *It was by all odds the most popular reading book placed in the hands of the class.*—Principal E. N. Jones, Plattsburgh Normal, while superintendent at Saratoga Springs.

Two things especially impress me in perusing this work, viz.: the importance of this knowledge to the school children of New York State, and the means of acquiring the same, made attractive by the clear and concise style of the author.—Commissioner Oscar Granger, Tioga county, N. Y.

What a fine work the "History of the Empire State" is! I hope to see it in every school, for it is exactly such knowledge that will prove most instructive to the children of our State.—A. H. Wilson, School Commissioner, Fayetteville, N. Y.

Mr. Welland Hendrick, a teacher of history, finding the need of a brief history of New York State, set about to supply the deficiency. The result of his labors in compilation, arrangement, and condensation is a very satisfactory text-book. In a compact manual of eighteen chapters he outlines the story of the Empire State. The descriptive matter is well furnished with wood-cuts, portraits and maps. In an appendix a number of well framed questions are given for each chapter, making the work doubly useful for the scholar and teacher. There is also an index. * * * It is really quite refreshing to find the maker of a text-book of the history of New York going at it properly, instead of hieing at once, as is usual with the compiler, to Washington Irving, and taking him seriously. Mr. Hendrick shows the sturdy qualities of the first settlers of New York, pays high tribute to the merits of the Hollanders, does justice to Leisler, emphasizes the story of liberty, gives due proportion of space to the events leading to the Revolutionary and later wars, and to the triumph of peace. The last chapter treats of the era of centennial celebrations.—*The Critic.*

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Prentice's History of New York State

The demand for a history of New York fuller than Hendrick's History of the Empire State and brought down to date has led to the preparation of this volume, which, it is believed, will meet the requirements for several years to come. It contains three times as much material as Hendrick's, and carries the narrative to 1900, ending with the nomination of Gov. Roosevelt for vice-president.

It divides the history of the State into eleven periods, and treats it in fifty-eight chapters, with six supplementary chapters on education, colonial families, distinguished citizens, New York in literature, the New York of 1900, and the counties of New York. Each chapter is of suitable length for a single reading or lesson, has a main thought about which all that is given is grouped, and is followed by topical questions. No effort has been spared so to arrange and present the history as to make a fixed and vivid impression.

To this end no less than 182 portraits have been inserted, each in that place in the narrative where the name is most conspicuous, and each with the date of birth and death. These portraits include those of every president of the United States and every elected governor of the State, each with the term of such service following the date of birth and death. All will recognize the helpfulness of these portraits, both in giving vividness to the narrative, and in familiarizing the pupils with the features and the periods of the men prominent in New York history. Other illustrations are given, and abundant maps show the locality of the events described.

In the preface the author speaks as follows:

"While every citizen should have a general knowledge of the history of the State in which he lives, there are special reasons why this is true of those who dwell in any one of the thirteen original States. Theirs is the history of our country, of the formation of our government, of the development of those institutions which every American loves. They are the parent States from whose union were begotten the whole sisterhood of the nation. * * *

"In all this New York has borne a most honorable and important part.

"Moreover, there is in her case an additional reason for the study of State history. Within an area of only 49,170 square miles there is a vast foreign-born population such as few other States possess. The children of these, educated in her free public schools, are entitled to a share in that honorable history which in so many native-born families has been handed down from father to son from revolutionary times.

"For all these young men and women, whether native or foreign-born, future citizens of the State, this book has been written, in the hope that it will help them to know, and so to love, the great State in which it is their good fortune to have a home."

Cloth, 16mo, pp. 550, 12 maps, 188 portraits and other illustrations, \$1.50

Martin's Stories of New York

The recent marked tendency to make local history prominent in supplementary reading is in every way to be commended. Children like tales of adventure and daring, they like such tales the more if they know they are true, and still more if they are associated with places near by or well-known.

New York is as remarkable in its history as in its geography. Here were the headquarters of the Indians; here were some of the most romantic of explorations; here were the most important battles of the revolution and of the war of 1812; here the Erie canal was built; here the first steamboat ran; here the development of commerce and of manufactures has been the greatest. To ride from Albany to New York or to Buffalo is to pass through a region full of historical associations.

This history is the rightful heritage of the children of the State. They have the right to expect of their education that it shall enable them to recognize its landmarks and recall their associations. When they see from the windows of the train the Oriskany monument, it should call up the picture of what was perhaps the pivotal battle of the revolution, with General Herkimer wounded at the foot of the tree but still directing his men. When they pass the ruins of Ticonderoga, their minds should recall Ethan Allen's rough demand for its surrender. Crown Point, Plattsburg, Oswego, Niagara, Stony Point—what memories of valiant deeds should cluster about these names.

This volume is a contribution to this end. The stories deal with the Indians, the explorers, the patroons; they tell of Champlain and Stuyvesant and Leisler; of the settlement of New York, the burning of Schenectady, the capture of Ticonderoga and Stony Point, the surrender of Burgoyne, the treason of Arnold. Most of the stories are told as by contemporaries—the narrative of the wounded soldier to his grandchild, the letter of the husband to the wife, of the son to his absent mother. They have all been used in the schoolroom and have all been found to be interesting to the children. Profitable they cannot fail to be.

For supplementary reading the advantage of stories which have a connection is well known to observing teachers. The volume is in large and open type, in familiar conversational style, and handsomely illustrated, so that as a reader for children of the fourth to seventh grades it deserves a place in every school. It will prove among the most pleasing to the children, and certainly among the most useful in every way. Our children should know what a grand old State they live in, and they cannot learn history more certainly and pleasantly than by using this volume as a reader.

The expressed purpose of the regents of the university and of the department of public instruction to give more and more prominence in the regents and in the uniform examinations in history and geography to the history and geography of New York, makes it especially desirable as an early preparation for these examinations.

Cloth, 16mo, pp. 119, 41 portraits and other illustrations, 50 cts.

Topics and References in American History.

By GEO. A. WILLIAMS, Ph. D., Instructor in Brown University.

This is an entirely new edition of this popular manual, with many additional references, and reaching from the earliest times to the administration of McKinley. The references are largely given to magazines and to works written in popular style, rather than to standard histories, in the belief that the main point on the start is to awaken an interest. If the work is taken up topically with this little book as a guide to study and reading, "that hateful history" may become the most delightful of studies.

From testimonials of the former edition we select the following:

It seems to me well prepared and likely to be very useful.—*Martin B. Anderson*, late president Rochester University.

I think your "Topics and References" is an admirable little manual for use in our academies and union schools. In fact it would be very useful for any student of American history. It is full, accurate, and free from all political bias.—*Benjamin Dodge*, late president Colgate University.

I have looked over your 'Topics with genuine pleasure, and I see that you are doing your work in the right way. There is so much of humdrum work that such a method is an inspiring relief from the ordinary text-book methods.—*Charles K. Adams*, president University of Wisconsin.

Thank you for the little book, which seems to me uncommonly well done. It is the fulfillment of my strong desire to see in various directions such a *humanizing* influence brought to bear on the teaching of history in our schools.—*Col. Thos. W. Higginson*, Boston, Mass.

I take a personal satisfaction in all such works as yours, for I was one of the first to adopt the new view of United States history of which your work is a type. It is hardly necessary to say that I admire your book. I had had it sent to me before by one of the Messrs. Holts' agents as a model of what such a book ought to be, and I entirely agree with him.—*Prof. Alex. Johnston*, Princeton College.

We do not say it in the interests of the author or publisher, but for the benefit of the profession, that we know of no outline of historical topics that will compare with the above for completeness or arrangement and general suggestiveness to the teacher. Not only are the topics stated in historical and logical order, but copious and definite references to standard historical and literary works are given in connection with each. All teachers and students of history should have a copy of this work.—*True Educator*.

The first sentence in the preface of Mr. Williams's little pamphlet contains the secret of the general excellence of the publications of this publisher: "The main purpose in printing this little hand-book has been to save time in my own classes that would otherwise be consumed in copying." Most of Mr. Bardeen's books are born in the school-room, not in the study. That is a good place for a school-book to be born in.—*School Gazetteer*.

16mo, pp. 181, interleaved for notes. In Manilla 50 cts.; in Cloth, \$1.00.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Cards and Charts for Teaching History.

1. *Historical Cards*, with Topics, Questions, and References on the most important events in *General History*, 200 cards, $3\frac{1}{4} \times 5\frac{1}{4}$ inches, in box, \$1.00. These cards are designed for use in the High and College Preparatory Schools.

On each card is a topic, with subdivisions and questions. On the back of each card reference is made to all the leading histories used in the schools of the country. *Thousands of references are cited*. Space has been left on each card for additional questions and references.

The cards may be used in daily recitations and reviews. In addition to the many histories cited, a large number of books are referred to under the head of "Interesting Reading." Different colors are used for the several Historical Epochs.

2. *Historical Cards*, with Topics, Questions, and References on all the important events in *United States History*. 200 cards, $3\frac{1}{4} \times 5\frac{1}{4}$ inches, in box \$1.00. Or,

Part I. Prehistoric Period, Period of Discoveries and Explorations, Period of Settlements, Period of the Revolutionary War. 92 cards, in box, 50 cts.

Part II. Constitutional Period, which includes the Periods of the Development of the States, the Civil War, Reconstruction, and more recent events, General Review, Civil Government. 108 cards, in box, 50 cts.

On each card there is a topic, with subdivisions and questions. On the back of the cards reference is made to fifteen School Histories, giving the page or pages in each on which the subject is in any way treated. Nearly 5,000 references are cited. The cards may be used with any United States history. The topics and questions are so arranged that the pupils, in reciting, must necessarily express themselves in their own language, rather than that of the book. Much time is saved the teacher in having the topics prepared. Different colors are used for the several Historical Epochs.

3. *A Chart of United States History*, By NOAH T. CLARKE, Ph.D. One page, 9x12. Each 5 cts.; per dozen 50 cts.

This chart gives a birdseye view of the entire history of our country. No more practically helpful review has ever been published.

4. *Conspectus of United States History* to the time of Garfield. Cloth, 81x91 inches, on rollers. \$2.00.

5. *Conspectus of the History of Political Parties and the Federal Government* to 1880. By WALTER R. Houghton. Cloth, 4to, pp. 85, with colored charts, \$5.00. Or chart alone, mounted on rollers, \$1.00.

6. *Syllabuses of American History*. By WELAND HENDRICK. Paper, 8vo, pp. 4. Each 5 cts. Per dozen 50 cts.

Published four times a year, for the Regents' Examinations.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Edwards's History Cards.

These cards of which a specimen of the final summary in the General History set is here given, may be used with any text-book, and are meant to supplement it by giving questions for the pupil to look up either from reference-books in school, or at home. *On the back of each card reference is made to the leading text-books of history, citing thousands of references.* There are also references to many other books, under the head of "interesting reading". The references alone are worth many times the cost of the cards.

200

GENERAL QUESTIONS

(CONTINUED)

1. Compare the ideal gentleman of ancient, mediæval, and modern times.
2. Illustrate how various treaties have changed the face of Europe and her dependencies.
3. What do you consider the most useful invention of ancient or modern times?
4. Who are the greatest explorers of the age?
5. How is the "labor question" progressing?
6. What new plan for settling disputes was tried in the settlement of the "Alabama question"?
7. What is the influence on a nation of its amusements?
8. What part of the world still remains undiscovered?
9. Is the world going forward or backward?
10. Why is history an important study?

ADDITIONAL QUESTIONS

.....	United States History, Part I, 92 cards, 1597 references, 50 cts.
.....	United States History, Part II, 108 cards, 1561 references, 50 cts.
.....	General History, 200 cards, 3036 references, \$1.00.

The colors of the cards indicate the periods. Thus in the General History, the pink (1-10) deal with ancient history; the green (11-45) with Greece; the yellow (46-93) with Rome; and the buff (94-200) with mediæval and modern history.

In the United States History, the yellow (1-24) deal with explorations; the green (25-49) with the settlements; the pink (50-92) with the Revolutionary war; and the buff (93-200) with subsequent time, including 100 questions in civil government.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Edwards's American History Game.

This consists of 100 cards, each with five questions printed on one side, as in the sample shown. The cards are uniform with those of Geography Game, and the manner of playing is the same. The variety of questions is unusual, so that interest is easily maintained. As the answer is given to every question, the cards become not only a test but a means of instruction. Here are some of the questions: What president was left-handed? *Garfield.* What president was a great wrestler? *Abraham Lincoln.* Who was the first president not born a British subject? *Van Buren.* What president made no inaugural address? *Fillmore.* Who was the only president to deliver his inaugural address extempore? *Cleveland.* Who was the only president elected by a commission? *Rutherford B. Hayes.* What president learned to write after he was married? *Andrew Johnson.*

—76—

WHAT is the only war recorded in history in which all the victories were on one side, and were gained in every instance against a larger force?

Mexican War.

OF what President was Nathaniel Hawthorne an intimate friend? **Franklin Pierce.**

WHAT nation presented to America Bartholdi's *Statue of Liberty Enlightening the World*?

France.

WHO was Secretary of the Treasury during the Civil War.

Salmon P. Chase.

WHAT republic applied for admission to the United States during Grant's administration? **San Domingo.**

What president never cast a vote or held a civil office until elected president? *Taylor.*

Which was the larger before the Revolution, New York or Boston? *Boston.*

What was captured from Santa Anna at the battle of Cerro Gordo? *His cork leg.*

Of whom did General Grant say "I rank him with Napoleon, Frederick the Great, and the famous commanders of history?" *Philip H. Sheridan.*

In what battle was a tablecloth raised for a white flag? *Surrender of Detroit, 1812.*

Who of President Hayes's cabinet was a member of the opposite party? *Postmaster General Key.*

To whom did Franklin say, "We must all hang together or we shall all hang separately?" *John Hancock.*

The cards come put up in a neat box, and are sent postpaid for 50 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Instruction in Citizenship.

1. *Civil Government for Common Schools*, prepared as a manual for public instruction in the State of New York. To which are appended the Constitution of the State of New York as amended at the election of 1894, the Constitution of the United States, and the Declaration of Independence, etc., etc. By HENRY C. NORMAN. Cloth, 16mo, pp. 268. 75 cts.

The new edition gives all the changes made by the amendments to the Constitution adopted in 1894, with many new maps and much additional matter. The sale of this book in New York greatly exceeds that of all other books on the subject taken together, and every pains is taken to maintain its character as the most usable and useful manual published.

2. *The Same*, prepared for the State of Missouri. Cloth, 16mo, pp. 151. 75 cts.

3. *A Chart of Civil Government in New York*. By CHARLES T. POOLER. Sheets 12x18. 5 cts. The same folded for the pocket, in cloth covers, 25 cts.

4. *500 Questions in Civics*. 150 cards, 1½x4 inches, with Key 50 cts.

These questions are printed on slips of strong colored card board, two questions on a card. The questions are not confined to the Constitution of the United States, but include many pertinent questions on other important subjects. They are designed for general or class use in high, grammar, and rural schools, and are equally applicable to every State in the Union. They have especial value as an easy introduction to the subject where it has not hitherto been taught, since one box answers for an entire school.

5. *500 Pertinent Questions in Civics, with Answers*. Paper, 16mo, pp. 54. 15 cts. The same as No. 4, but in book form.

6. *A Manual of School Law*. By C. W. BARDEEN. Cloth, 16mo, pp. 300. Manilla, 50 cts.; cloth, \$1.00.

This book has been for twenty years the only recognized text-book on the subject. The present edition was wholly re-written in 1896, and brings the subject up to date. It includes the author's "Handbook for School Trustees", and adds all the questions in school law given at uniform examinations from the first to March, 1896, with full answers as published by the State Department corrected to date according to changes in the law, making it the best of helps in preparing for examination.

7. *Laws of New York relating to Common Schools*, with Comments and Instructions, and a digest of Decisions. Leather, 8vo, pp. 867. \$2.50.

8. *The Powers and Duties of School Officers and Teachers*. By ALBERT P. MARBLE. Paper, 16mo, pp. 27. 15 cts.

9. *First Principles of Political Economy*. By JOSEPH ALDEN. Cloth, 16mo, pp. 153. 75 cts.

Ex-President Andrew D. White says of this book: "It is clear, well arranged, and the best treatise for the purpose I have ever seen."

10. *The Ready Reference Law Manual*. By E. E. KNOTT. Cloth, 8vo, pp. 281. \$2.00. It is not meant for lawyers, but for all.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

500 Pertinent Questions in Civics.

These cards, of which a specimen is here given, may be used with any

283. *What is the duty of the Committee on Ways and Means in the House?*—(110)

284. *Why is there no Committee of Ways and Means in the Senate?*—(133)

text-book, or in any class, or by superintendent or school-commissioner when visiting schools, to test the pupils rapidly. They have proved of great service where the subject of civics is not regularly taught, for suggesting topics to be discussed in school; they have a wide use for this purpose among political equality clubs. The cards are given out either to be answered at the time or to be taken home for study, and an individual interest is awakened that no formal instruction could arouse. There are 250 cards, with two questions on each card. A Key accompanies each box, and the questions themselves give references by page to Northam's Civil Government for a full treatment of each subject. Price per box 50 cts. The questions and answers may also be had in pamphlet form for 15 cts.

Besides the 330 questions in civics, there are 138 questions on business of eminently practical character, and 32 on the fundamental principles of parliamentary law, all dealing with points that every one ought to be familiar with, but of which many are ignorant.

Thus: 180. How are "letters patent" secured? 334. Must the words "for value received" appear on the note? 345. What is an "accepted draft"? 351. Compare a note and a draft. 352. Compare a draft and a check. 387. Is a contract executed on Sunday valid? 388. Is a contract written with a lead pencil valid? 436. Why must a wife join with her husband in the conveyance of property? 450. Can a minor make a will? 476. How should a motion with an amendment to an amendment be managed? 485. How is an appeal from the decision of the chair managed?

There are few people so well informed as not to get much benefit from these questions. The *University Extension Bulletin* says: "It is an interesting sign of civics activity when such books as the School Bulletin publications in civil government become popular. This has many qualities attractive both to student and citizen. It is a catechism in the principles of business and political life."

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Northam's Civil Government.

What ground shall a text-book of civil-government cover? Shall it deal with theories or shall it deal with facts? The answer is simple—in this subject as in all others, the facts should come first. This is the inductive method—the method of the 19th century. When the facts are familiar, then the theories may be considered, but it is ridiculous for a class of youngsters to be discussing the theory of representative government before they know which officers are elected at town-meeting.

To give facts is the special province of Northam's Civil Government. The first 24 pages are kept in type, and the names of the officers are in every edition revised to the date of issue. For this reason the book is purchased by lawyers and supreme-court judges because the information may be depended upon. When the present State Superintendent was a member of assembly, in 1878, he ordered 50 copies for himself and his friends; whereupon the democratic leader ordered 62 copies for himself and his friends. Even in schools that use other text-books, the wise teacher invariably keeps Northam's upon the desk, and depends upon it for her facts; and she finds when examination comes that it is what they have learned from Northam that enables her pupils to pass.

It begins with the school-district; then passes to the town, giving the provisions of the new town law, just gone into effect; and passes on to the village, the city, the county, the State, and the nation, making frequent comparisons and giving tables that keep clear to the pupil the correspondences and the differences in the various offices. It deals clearly with the judiciary, making the various steps of litigation distinct. It gives a series of 12 maps of the State, each illustrating a single feature. And finally it gives the latest revisions of the State and the national constitutions.

"At the commencement of last term I introduced Northam's Civil Government into a class of 28 pupils, more than half of them girls. At the close of the term I invited in our lawyers, politicians, and prominent citizens to witness the examination. After we had gone through the regular exercises, I called on some of the prominent lawyers to question the class, and they did so, minutely and thoroughly. When they got through, the testimony of these lawyers was that they did not think there were ten people in the county outside the legal profession, and very few in the profession, who could have sustained such an examination so well. As for the book itself, I have never used any text-book on any subject in which I could get up such enthusiasm. The children were proud of the information they got, and their parents were proud too. The people say that in the five years I have been at Owego, I have done no other one thing of so much importance to the village. They all agree that it would be a great deal better to have less Latin and Greek, if it were necessary in order to have more of such instruction as this."—Principal A. J. Kobb, Owego, N. Y.

Cloth, 16mo, pp. 214. Price 75 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Houghton's Conspectus of Political Parties.

Cloth. Quarto, pp. 100. Price \$5.00.

Do You Know the History of Political Parties?

CAN YOU TRACE the Growth of the Tory, Whig, Federal, Democratic, and Republican parties, with all such temporary off-shoots as the Clintonian, Anti-Mason, Nullification, Loco-Foco, Hunker, Barnburner, Free-Soil, Silver Gray, Anti-Nebraska, and the rest?

WOULD YOU LIKE to be able to explain these terms to your class in history when you came to them?

WOULD YOU APPRECIATE a Colored Chart that made all these parties as plain as day, so that a glance would show what a week's study would not fix? Then buy HOUGHTON'S CONSPECTUS.

What It Gives.


1. *A Folded Colored Chart* 5 feet long, with the history of all the Political Parties from the adoption of the Constitution to 1880.
2. *A Folded Colored Chart* 5 feet long, with the Cabinets of all the Administrations, and the main political issues involved during the four years.
3. *A Colored Political Chart*, double-page, showing the territory controlled by the Republican and that by the Democratic party in 1880.
4. *A Colored Chart* showing the sources from which Government Revenue is derived.
5. *A Colored Chart* showing the avenues into which Government Expenditure is directed.
6. *Four Colored Charts* showing the political proportions of the States in various relations from 1789 to 1880.
7. *A Colored Map* showing the Acquisition of Territory of the United States, and its division among the States and Territories.
8. *A List* of all Presidential Candidates.
9. *Platforms* of all Political Parties in all the campaigns.
10. *Lists* of all the Governors of all the States.
11. *Much other Political Information* of various kinds and in convenient form.

In Short.

You will find here just the information so often asked and so seldom answered at Teachers' Examinations and in private conversation. It is safe to say that the same amount of study could hardly be expended so profitably in any other direction. For Civil Government and History classes it is invaluable.

The most important features of this book, including the Colored Charts, may also be had in map-form, to be hung upon the wall, at the same price

C. W. BARDEEN, Publisher, Syracuse, N. Y.

 "IGNORANCE OF THE LAW EXCUSES NO ONE."

Knott's Ready Reference Law Manual

gives just the information that every intelligent person should possess. IT IS NOT MEANT FOR LAWYERS, but for those who are not lawyers. It gives clearly and simply the provisions of the law that concern every man, and of which it sometimes costs a man a good deal to be ignorant. Capitalists often make their sons regularly admitted lawyers, not with any view to practice, but that they may be able to protect the property they will inherit. Even the man of little property, or dependent on a salary from which he can not save much, should know the most important features of the law. The little needs protection even more than the much, for loss is more disastrous.

TEACHERS are in especial need of such a book. Pupils are always asking questions, and they ask many questions that this book answers. Children like to see that the principal is a man of sound, practical knowledge, in business matters as well as in Latin roots or chemical reactions; and they feel respect for a teacher who shows himself familiar with the fundamental principles of mercantile and social law. The book is in full accord with the increasing attention now given to civics.


THE INFORMATION this book gives is of the most important character. It tells all about *Commercial Paper*, *Arrest for Debt*, *Exemptions*, *Limitations*, *Assignments and Attachments*; about *Marriage and Divorce*, *the law of Landlord and Tenant*, and *how to draw a Will*; about *Patents*, *Copyrights*, *Life Insurance*, *Railroad Damages*, *Customs Duties*, *Naturalization*, *Extradition*. In short, whatever subject is likely to come up in the experience of an ordinary citizen is here treated fully and plainly, with specification of all the differing laws that prevail in the various States of the Union and in Canada.

Hon. D. J. Foster, State Attorney of Vermont, writes:

"I wish to express to you the satisfaction I find in the daily use of my copy of your Ready Reference Law Manual. It is full of valuable information and ought to be in the hands of every citizen in this country. Unlike the majority of the books of its kind, it is adapted to popular use as well as to professional; and the use of it by the people would doubtlessly obviate in many cases the necessity of a lawyer's services."

Hon. Henry Ballard of Burlington, Vt., writes:

"I have examined your Ready Reference Law Manual somewhat. The subjects embraced in it, are those upon which ready information is quite often needed by both lawyers and laymen. The information is put in concise form, and in a way to be easily understood. In my opinion it is a very useful book of its kind."

 Agents wanted. This is a book for Every Family.

Cloth, 8vo, pp. 381. Price, postpaid, \$2.00.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Bardeen's Common School Law.

The revision of 1896, entirely rewritten, not only brings this standard text-book up to date, but adds much new matter, including a chapter on Rules and Regulations and the relations of teachers to the trustees and the superintendent. It is based on the New York consolidated school law as amended to date, but it gives references by page to the latest editions of the laws of all the other States and Territories with more than 500 of the latest judicial decisions in this country and in Europe. For normal schools and training classes the book, of course, is indispensable; and since School Law is one of the subjects required in uniform examinations in New York of all grades, the book is indispensable to teachers here, as well as without rival for the teachers of other States.

The first thing a teacher wants to know about such a book is whether it can be depended upon. The highest authority in the country, the *Harvard Law Review*, speaks as follows in the number for December, 1896:

"This admirable book, first published in 1875 and for twenty years the only text-book on the subject for general use, has now for the first time been entirely rewritten. In its present form it is of general interest, and, it would seem, of practical necessity to the teacher. Part I, which has to do with school officers, is based almost entirely on New York law, but Part II, which relates particularly to the teacher, is a safe guide throughout the country both in school and in court. * * * The author cannot be too highly commended in that avoiding the common error of trying to draw hard and fast lines, he contents himself with illustrating by copious and apt quotation of legal decisions the various views possible on disputed points, and the application of such rules as admit of definite statement."

The following are other testimonials from standard legal authorities:

It seems to us that the work must be invaluable to trustees, as well as teachers, because innumerable questions concerning proper school rules, their enforcement, the line between proper and improper authority on the part of teachers, the subjects of punishment, expulsion, wages, and kindred topics, are gone into.—*New Jersey Law Journal*, Oct., 1896.

The book contains a very complete tabular analysis of its contents, as well as a list of references to Superintendents' Decisions in the State of New York, and to statutes of the various States. It will undoubtedly be useful to both lawyers and teachers.—*Am. Law Register and Review*, Oct., 1896.

This compact little book has been invaluable to the teacher, school officer and lawyer. Of the new edition it is sufficient to say that it will be even more useful than former editions.—*Lawyer Law Review*, Aug. 3, 1896.

The decisions of the courts in different States are very fully noted and cited. The book will prove very useful to the lawyer, as well as a work of much importance to the school officer and teacher.—*American Lawyer*, Aug., 1896.

16mo, pp. 276. Cloth \$1.00; Manilla 50 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

OPINIONS OF BARDEEN'S SCHOOL LAW

From its first publication, this book has been used as a text-book in all the State Normal Schools of New York, copies being ordered of each successive edition for the text-book libraries. But in 1879, Prof. A. N. Husted of the Albany Normal wrote:—"We think that every member of our graduating class should own a copy of your Common School Law. * * * For what will you furnish the books if we take twenty-five or more?"

And when President E. P. Waterbury took charge of the school, he expressed the same wish, as follows:—"I think of recommending all graduates to procure your little volume on School Law. What are the most favorable terms you can give in quantity, say fifty?"

Since then most of the normal schools have ordered in this way, each student of the graduating class purchasing his own copy. Thus on Feb. 4, 1897, Vice-Principal Curtis ordered 75 copies for the graduating class of the Oneonta Normal; and on March 8, the teacher, Charles J. Staples, wrote: "I have been using your school law book with a class of ninety. They found it admirably suited for a five week's course in this subject."

It cannot be called the best, because there is nothing with which to compare it. It is simply invaluable to every teacher.—*H. R. Sanford, Ph. D., Conductor of Teachers' Institutes.*

FROM NEW YORK SCHOOL COMMISSIONERS

The study of this subject is necessary upon the part of every person intending to enter the teachers' examination. I shall be pleased to call the attention of our teachers to it.—*Stephen Pollard, 2d district, Allegany county, July 23, 1896.*

I have reviewed your book carefully and can heartily recommend it to teachers.—*E. B. Whitney, 2d district, Broome county, July 24, 1896.*

This I believe is the only text-book published on the subject, and it is perfectly reliable, brief, and comprehensive. It is indispensable to all teachers, and just at this time will fill a much needed want in helping teachers to prepare for examinations. You seem always prepared to meet every emergency.—*Nelson J. Adams, 2d district Cayuga county, July 24, 1896.*

I have carefully examined the book and find it just what is needed at the present time. I shall take pleasure in recommending it to teachers who desire a more extensive knowledge of the subject.—*W. A. Holcomb, 2d Dist., Chautauqua county, July 27, 1896.*

I have been recommending your School Law to teachers for a long time. Your new edition is superior to anything I have ever seen in this line.—*J. R. Flagg, 3d Dist., Chautauqua county, July 28, 1896.*

It seems especially adapted to the teacher and to the trustee, and I shall take pleasure in recommending it to my teachers.—*Luther L. Stillman, 2d Dist., Dutchess county, July 27, 1896.*

After careful examination I pronounce it to be just what is needed by teachers to prepare for the examination in the subject. One of the many points of excellence in this book is its arrangement, which enables one to find just what he is looking for without difficulty.—*James Ryther, 2d Dist., Erie county, July 27, 1896.*

OPINIONS OF BARDEEN'S SCHOOL LAW

It is indispensable to the New York teacher, and valuable to any one.—*Educational Review.*

It will interest parents as well as teachers. It is an admirable treatise, concise and clear.—*New York World.*

The book has stood comparatively alone as a text-book and authority for twenty years.—*The Evangelist.*

It is a book needed at the present time of active interest in the affairs of common schools by the majority of intelligent citizens.—*The Outlook.*

The author recognizes that among the teacher's first acquirements should be an accurate knowledge of his legal rights. No teacher can spend fifty cents to better advantage than in procuring a copy of this book.—*Normal Teacher.*

It is carefully arranged, conveniently indexed, and covers all the common questions which are apt to come up before school boards for a decision. It should find its place upon the shelves of every school board office.—*Am. School Board Journal.*

"Common School Law for Common School Teachers" is the title of a legal treatise well known in the United States to all whom it concerns. It would seem that a similar work, treating of the legal rights, duties, and status of English schoolmasters is much needed.—*London Schoolmaster.*

It might be read with profit by any teacher, particularly the chapters on school government and discipline; it ought to be studied by every teacher in the Union, and it is indispensable to a teacher of New York State.—*Western Advertiser, London, Ontario.*

The title of this book suggests its usefulness. Mr. Bardeen has done his work well. School questions are in many districts constantly arising. In this book can be found answers to many such questions. * * * Occasionally, however, the teacher is not at fault, and he must defend his rights. This book will show what they are.—*Ohio Educational Monthly.*

For school officers and teachers there is no more valuable book than C. W. Bardeen's *Manual of Common School Law*, a new and thoroughly revised edition of which has just been issued. The book contains in the briefest manner possible the decisions of the courts of all the States of the Union on all matters that relate to school affairs, and by tables a topical analysis shows the duties of school committees and teachers. Every teacher should own this book; it will save him much annoyance, much trouble, many dollars. It perfectly defines his rights and duties.—*The Teachers' World.*

The revision of Bardeen's School Law is a practical text-book and well worth a place in every teacher's working library. It is progressive, well up to date, and sufficiently comprehensive. The author has kept well in mind the needs of the average teacher in his preparation for the State examinations, and a careful study of the contents of the book will successfully prepare him to meet any of these tests. It comes within the reach of every teacher however limited his salary.—*W. H. Benedict, Elmira, President New York Grammar School Principals' Association.*

The Song Budget Music Series.

1. *The Song Budget*. Paper, small 4to, pp. 76, 15 cts. Leatherette, 25 cts.
2. *The Song Century*. Paper, small 4to, pp. 87, 15 cts. Leatherette, 25 cts.
3. *The Song Patriot*. Paper, small 4to, pp. 80, 15 cts. Leatherette, 25 cts.
4. *The Song Budget Music Series Combined*, containing all three of the above in one volume, with opening exercises for schools added. Cloth, small 4to, pp. 260, 50 cts.

The distinguishing features of the Song Budget Music Series, of which more than half a million copies have been sold, are these:

1st. To give a good deal for the money. Each of the books is sold at 15 cts., though containing as much as the usual 50-cent book. We publish editions of each of them in leatherette at 25 cts., but the great sale has been for the 15-cent editions that everybody could afford. Tens of thousands have been sold for institutes and other gatherings where an expensive book could not have been purchased.

2d. To give only the best music. The cost of copyright has never been allowed to stand in the way of really desirable songs, and large sums have been paid for the right to use the songs selected.

3d. To give music just as it was written. Every piece, so far as possible, has been harmonized directly from the original; and while the setting is uniformly in four parts, which makes the playing easy for those unused to intricate accompaniments, the harmonies have been restored, and the music made infinitely richer. Many a cabinet-organist who has sought in vain for a "Lost Chord" will find and delight in it here.

4th. To give only songs that are strong, helpful, and in music and in words. There is no sickly sentimentality in the Song Budget Series. Life is real, life is earnest in these songs; and it is happy, too. Pathetic songs may be found here, for the youthful mind craves the sweet sorrow of pathetic contemplation. But the pathos is always real, and always offers helpful suggestion. Nothing mawkish, nothing of strained or affected emotion, will be found in any of these books.

5. *The School Room Chorus*, containing all the songs in the Song Budget and as many more. Boards, small 4to, pp. 147, 35 cts.

6. *The Song Gymnast*. Cloth, small 4to, pp. 110, 50 cts.

This contains three series of calisthenic exercises for schools: Elementary, Advanced, and Exhibition exercises, all with music, careful directions, and abundant illustrations, some hundreds of figures being given.

7. *Songs of the Lyceum League*. Leatherette, small 4to, pp. 48, 20 cts.

This is a collection prepared by Mr. Francis Bellamy for the Lyceum League of America. Besides patriotic songs, many of them original and copyrighted, it has a choice selection of others for the school and family.

8. *The Diadem of School Songs*. By WILLIAM TILLINGHAST. Boards, small 4to, pp. 160, 50 cts.

This is the only book we publish which contains instruction in vocal music. It is widely used and always liked.

9. *Songs from the Arbor-Day Manual*. Manilla, 8vo, pp. 60, 25 cts. Particularly adapted for Arbor-Day, but suitable for general use.

O. W. BARDEEN, Publisher, Syracuse, N. Y.

The Song Budget

"The best collection of songs that we know of."—*Western Advertiser*.

"When a juvenile song book reaches the hundredth edition, it proves that, whatever may be its absolute merit, it has at least the relative merit of possessing most of the elements of popularity. The hundredth edition of the School Room Song Budget, by E. V. DeGraff, is printed from new plates, —the third set of new plates which have been required in the history of this little song-book. The Budget is rich in truly juvenile songs, simple, lively, and merry, with a sprinkling of graver songs and of hymns; and the secret of its success is probably to be found in the fact that it is a child's book in fact, as well as in name."—*Sunday School Times*, Philadelphia.

"The compiler of this Budget evidently realizes that poetry and music for children should be child-like, but that child-likeness does not imply a meaningless jingle. The purest poetic sentiment may be assimilated by young children if clothed in language suited to their years, and a direction thus easily given may determine character for a life time. To all teachers who wish to develop the minds and hearts of the little ones along with their voices, we heartily commend this collection."—*The University*, Chicago.

"A new edition, the 100th thousand, of the Song Budget has just been issued. The enduring popularity of the book is absolute proof of its adaptation to the ordinary wants of the school-room and teacher's institute."—*Intelligence*.

"I have received the 300 copies of Song Budget, and think the little books will do good service."—Sup't J. N. Mathews, Council Bluffs, Ia.

"Please send to me at Sidney, Shelby Co., O., 100 Song Budgets. Have used the books for several years, and introduced them to teachers generally."—B. H. Holbrook, Institute Instructor.

"As I have introduced your Song Budget into the schools and towns where I have been superintendent, I will try again here. I have put them in at Atkinson, Osborn, and Beattie, Ks., at California, and at Weston, Mo., and at the Teachers' Normal Institute, De Kalb Co., Mo. The dealers here will order from you."—Sup't F. W. Parsons, Hastings, Neb.

"The songs have given general satisfaction, and in the institutes are recognized as just the thing for schools."—Prof. J. N. Wilkinson, State Normal School, Emporia, Ks.

"Your Song Budget, used at the late institute here, gave complete satisfaction, and I think thousands could be sold."—N. S. Davis, Superintendent of Schools for Lackawana county, Pa.

"Whatever else gets crowded out of the curriculum, music should always have a prominent place in the daily programme. This book appears to be the right book for an admirable purpose. Let all who have music in their soul send for a copy, and those who have not should send for a copy, and through its aid seek to repair a lamentable deficiency."—*Pennan's Art Journal*.

Small 4to, pp. 76. Paper, 15 cts.; cloth, 30 cts.

The Song Century



"A superb collection of the songs dearest to the singer's heart. We have looked through it with a fond, even tearful interest, aroused by the dear old songs, rich with early, joyful, and sad associations."—*R. H. Holbrook, in National Normal Exponent.*

"This useful little book contains a very good collection of standard songs for school and home, most of which have been rearranged for this book. We notice with satisfaction that the music has been made to keep within the compass of children's voices. Much of the music written for the young is pitched too high for a wise use in schools. The Exercise Songs form a valuable feature of this text-book, and are wisely arranged, so they may be performed in ordinary school desks. Mr. Bardeen has been aided by many teachers in making the collection, and the songs are fully up to the musical taste of to-day."—*New England Journal of Education*.

Small 4to, pp. 87. Paper 15 cts.; Cloth 30 cts.

The Song Patriot

"No other song book of equal merit has ever been put upon the market at the low price of the Song Patriot. The best songs, the best music, and the best book of its kind ever offered."—*Iowa School Journal*.

"It would hardly be possible to get anywhere else so much good music for so little money. It leads all other musical publications."—*Educational Courant*.

“ This collection includes all the great patriotic songs of this country, and very many that have been adopted in other countries. For flag-raising, Decoration Day, and Arbor Day celebrations, nothing could be better.”—*New England Journal of Education.*

"I am delighted with the Song Patriot. It is a rare thing to find so much that is excellent in so small a volume and for so small a price."—President *James K. Powers*, University of Alabama.

“There is no sickly sentimentality in these songs. The selections have been admirably made, and the music is given as originally written. * * * The press-work is remarkably good, considering the price at which the books are sold, and the songs and hymns are of the best. The book is a good one for both home and school.”—*Bulletin of the New York Society of Pedagogy.*

"In it we find many classic selections with which our pupils should be made familiar. We would like to see as good a book prepared for our own schools, with the patriotic songs of our own country in the foreground. In the meantime we recommend our musical readers to send for *the best compilation of school songs that we have yet seen*."—*Educational Review*, New Brunswick.

"I wish the Song Patriot to use at institutes held in Pennsylvania, the first at Towanda Oct. 10. Send 500 copies to my address, Towanda."—*Hamilin E. Coatswell*, teacher of music, Syracuse, N. Y.

"You may send 500 copies of the Song Patriot to Sup't E. F. Porter, Uniontown, Fayette co., Pa. The Institute is the week of Dec. 19. Please have the books there the week before. I only hope I may be as successful there as with the others."—*The same.*

"Please send to Normal School, New Haven, Conn., 45 copies of Song Patriot."—*S. P. Willard*, State Agent.

"Please send to the School Board the following: 50 Song Budget, 50 Song Century, 50 Song Patriot, paper covers. Send goods to Sheffield, Mass., and bill to me at Ashley Falls, Mass."—*Ira E. Mann*, Secretary Board of Education, Sheffield, Mass.

“ Inclosed please find payment of 400 copies of the Song Patriot.”—
Sup't J. C. Norris, Canandaigua, N. Y.

"Send at an early date 100 copies of the Song Patriot, and send bill to M. W. Paxton, Secretary Board of Education."—Sup't Wm. N. Snyder, Johnstown, N. Y.

Small 4to, pp. 80. Paper 15 cts.; Cloth 30 cts.

Helps in Oral Teaching

1. *How to Teach Natural Science in the Public Schools.* By W. T. HARRIS, LL.D., Commissioner of Education. Leatherette, 16mo, pp. 66. 50cts.

Nothing better on the subject is accessible in so compact a form.—*The Critic.*

It remains to-day, after the lapse of nearly a quarter of a century, the best plan for teaching science ever made.—*Teachers' World.*

Of all the valuable discussions in Dr. Harris's St. Louis reports, one of the most frequently quoted is, *How to Teach Natural Science.* Thoughtful teachers will welcome the tasteful dress of this new edition.—*Educational Review.*



It is a book which members of school boards as well as teachers in public schools would do well to read. Commissioner Harris believes that the elements of the different sciences can be studied to advantage at an early age, and that it is a pity that these most useful branches should be placed so far on in the school course that the great majority of pupils never reach them. He advocates setting aside one hour per week throughout each of the seven years of a district school course for such work, and has sketched a course by which each of the subjects is gone over three times in the seven years, each time in a more advanced and thorough manner.—*W. Z. Bennett, in Post-Graduate and Wooster Quarterly.*

2. *Oral Training Lessons in Natural Science and General Knowledge.* By H. BARNARD. Cloth, 12mo, pp. 136. 75 cts.

This book gives instruction in the form of elliptical answers, to be answered by the class either singly or in concert. Words to be written on the board are indicated by small capitals, and the work of the teacher is laid out so plainly that the beginner can hardly mistake, while older teachers will find constant suggestion. The work has long been a standard.

3. *Object Lessons, or Words, and Things.* By T. G. ROOPER. Leatherette, 16mo, pp. 56. 50 cts.

The lesson on the Duck has no equal for interest and suggestiveness.

4. *A Graded Course of Instruction for Public Schools.* By W. H. WELLS. Cloth, 12mo, pp. 200. \$1.00.

This includes a careful course in oral lessons, with directions, analyses, and references to books from which information may be obtained.

5. *Limits of Oral Teaching.* By JOHN W. DICKINSON. Paper, 16mo, pp. 24. 15 cts. The standard treatise on this subject.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The School Room Chorus

For the third time we have been obliged to make new plates for DeGraff's Song Budget and School Room Chorus, and these are now the handsomest, as they have always been the best and the cheapest, of all collections of school music. The Song Budget contains 76 pages, 107 songs, and is bound in paper, price 15 cents. The School Room Chorus contains 148 pages and 209 songs, and is bound in boards, price 35 cents. The Chorus is now identical with the Budget as far as page 68, so that they may be used together.

"Let me say that the 100 Chorus you sent us take exceedingly well. We have never had a singing-book which better pleased the students."—*J. A. Reinhardt*, Ph.D., principal high school, Paterson, N. J.

"It would seem superfluous to say anything of a book which, like The School Room Chorus, is in its seventieth edition, having worn out two sets of electrotype plates. Enough to say that for a pretty and cheap collection of songs for ordinary schools, this is as good a book as need be asked for."—*Sunday School Times.*

"The music is very bright, and very varied in its character. There are many old favorites in the collection, and the whole is admirably suited to pupils of such ages as we have in our public schools."—*Educational Weekly*, Toronto.

"This is a good book and a very popular one. The selections are such as cannot fail to please. The great success of the book is due to the fact that only such songs have been admitted as have proved themselves general favorites."—*Educational News.*

"The selection of these pieces seems to have been carefully made, and to combine musical merit with adaptability to childish voices in an unusual degree."—*School Herald*, Chicago.

"Singing in the school-room is daily growing in importance and popularity as a pleasant and health-giving exercise, and every teacher knows how hard it is to find suitable pieces for this purpose. We commend these books as really good. They contain a large number of the very choicest songs, comprising both chorus and exercise songs, of which children are fond."—*N. C. Teacher.*

"No school discipline is perfect without music. Whatever else gets crowded out of the curriculum, music should remain. But the difficulty always is in procuring suitable songs, and, therefore, we welcome this book. It probably contains more music *that will be used* than any other similar work published. Contrary to all expectation and all our previous experience, the compiler of this work never wrote a song; hence nothing 'original' appears in it, and hence its value. For, having no personal partiality, the author has included only those songs that are very popular or that have been thoroughly tested in the class-room. The collection numbers two hundred, including many new pieces; and there is a good index to the volume. New plates, new illustrations, new binding, and new notes, combined with the excellence of the selections, make this the most delightful song-book for young people that we have ever seen."—*The Teacher*, Philadelphia.

Cardboard Helps in Teaching.

1. *500 Every Day Business Problems in Arithmetic.* By A. M. EDWARDS. 500 cards, $1\frac{1}{2} \times 3\frac{1}{2}$ inches, 50 cts.

These problems are printed on slips of card-board, one problem to each slip, so that a single box will answer for an entire school. Answers are given in the accompanying Key for the teacher's use. Superintendents find these problems of great interest and practical value, when visiting schools.

2. *Honesty Cards in Arithmetic.* 48 cards, $2\frac{5}{8} \times 4\frac{1}{4}$, with Key Card. 50 cts. These give every pupil in the class different sets of problems unlimited in variety. They not only prevent dishonest work, but give the teacher proof of accuracy, and add interest and speed to the pupil's operations.

3. *Flores, a Botanical Game.* 48 cards, $2\frac{1}{2} \times 3\frac{1}{4}$ inches, 50 cts.

These cards are charmingly engraved, and give not only the common and the botanical names but also the picture of each flower. The arrangement is by families, so that the broad principles of botany are fixed in the mind without effort.

4. *500 Questions in Civics.* 250 cards, $1\frac{1}{2} \times 4$ inches, 50 cts.

These questions are printed on slips of cardboard $1\frac{1}{2} \times 4$ inches, two questions on a card. The questions are not confined to the Constitution of the United States, but include many pertinent questions on important subjects of the day. These questions are designed for general or class use in High, Grammar, and Rural Schools. A Key for the teacher is included.

5. *Historical Game, "Our Country,"* for Home and School. 100 cards, $2\frac{1}{4} \times 3\frac{3}{8}$ inches, 50 cts.

The cards contain 500 questions and answers, and afford a most interesting as well as profitable game for home and school.

6. *Historical Cards,* with Topics, Questions, and References, on all important events. (a) *General History.* 200 cards, $3\frac{1}{4} \times 5\frac{1}{4}$ inches, \$1.00. (b) *United States History, Part I,* extending through the Revolutionary War, 92 cards, 50 cts.; (c) *Part II,* from the formation of the Constitution to the present time, 108 cards, 50 cts.; or (d) *Complete,* 200 cards, $3\frac{1}{4} \times 5\frac{1}{4}$, \$1.00.

On each card there is a topic, with subdivisions and questions. On the back of each card reference is made to all the leading histories used in the schools of the country. *Thousands of References are cited.* Space has been left on each card for additional questions and references. The cards may be used with any text-book in daily recitations and reviews. In addition to the many histories cited, a large number of books are referred to under the head of "Interesting Reading." The references alone are worth ten times the cost of the cards. The cards are made of strong stock, and different colors are used for the several Historical Epochs.

7. *Geographical Cards,* with Topics and Questions, (a) *Part I, Physical Geography and North America,* 100 cards, $3\frac{1}{4} \times 5\frac{1}{4}$ inches, 50 cts.; (b) *Part II, The rest of the World,* 50 cts.; or (c) *Complete,* 200 cards, \$1.00.

These cards are intended to accompany any text-book in Geography, dealing with the Essentials of Geography. The Topics are suggestive rather than exhaustive. *Use—A set of these Cards will save the teacher many needless hours of study and research, by preserving classified memoranda in compact form.*

8. *Geographical Game, "Our Country"* for Home and School. 100 cards, $2\frac{1}{4} \times 3\frac{3}{8}$ inches. Similar to No. 5.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Flores, a Botanical Game.

Of all the series of games that we have published for school and family use this is much the handsomest. Every card is individually engraved, as shown in the specimen here given, and they are printed on enamelled cards with round corners and the usual playing-card back of a handsome acorn pattern.

The game is played as follows, very much like "Authors":

Any number of persons may play.

The cards are first shuffled and then dealt, singly, four to each player, the remainder of the pack lying face downward upon the table.

The object in playing is to get as many "sets" as possible, there being four cards in each set all known by the Common Family name.

The player on the left of the dealer begins by calling from any other player for any card of a family of which he already has one or more; should the player

called upon have the card asked for (*all cards being known by the name at the top*), he will give it to the one calling therefor, who will continue to call for cards wanted, from the same or any other player, until he is unsuccessful, when he takes a card from the top of the pack and the next player proceeds in the same manner. As fast as sets are completed they are placed face downward in front of the players, and the one having the greatest number of sets when the cards have all been drawn wins the game. The skill consists in remembering the calls made as showing the location of cards wanted to add to or complete sets, and the educational profit is in learning the relations of the flowers to one another in families.

Will be found both interesting and profitable as a help.—*New England Journal of Education.*

It will prove to be an interesting and instructive game, and one that parents and teachers can use with profit.—*Teachers' World.*

48 Engraved Cards, in Box, with Directions. 50 cents.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Movement Method in Penmanship.

1. *The Natural Movement Method in Writing.* By CHARLES R. WELLS. Nos. 1 and 2, 84 cts. a dozen; Nos. 3, 4, 5, 96 cts. a dozen.



This system of penmanship has now come into such general use that it has a host of imitators. Agents everywhere are saying, "Our new series has all the essential features of the Wells system." *Don't believe it.* There is only one Wells system, and there is no other series that gives or can give its distinctive features. A man cannot become a Diogenes by living in a tub, and a series of writing-books cannot appropriate our copy-righted features by calling itself a "movement series". Get the Wells series, and the Wells series alone.

The Wells Method if used as directed *may be depended upon to produce* the following results:

- 1st. To develop and discipline the natural arm-action so as to produce the type movements, and through them the type forms of all letters; also to secure correct habits of position, pen-holding, etc.
- 2d. To test successfully the acquired movements by the use of properly prepared exercises or copies, and incidentally to correct all errors in formation.

3d. To establish and maintain such conditions as shall induce each pupil to teach himself to write carefully with the arm movement while doing his lesson work, and thus to fix the habit of accurate writing at all times.

4th. So to establish the habit of arm-movement business writing, that it will eventually become automatic.

In the public schools of Syracuse, where the method was first introduced, Prof. Wells spent thirteen years testing, perfecting and applying the plan of teaching. The remarkable results shown here have attracted wide attention, and in the many places where the method has been voluntarily introduced not a single case of failure has been reported.

Sup't Geo. W. Phillips, of Scranton, Pa., where the system was introduced in Sept., 1893, writes: "It is simply immense! This system will not work a change; it is a revolution in the art of writing." For similar testimony, write to Sup't A. B. Blodgett, Syracuse, Sup't C. W. Cole, Albany, or Principal James M. Milne, Oneonta Normal. It is not a question whether the best schools will adopt this system, but *when* they will adopt it. The school that takes it first is that much ahead of its neighbors.

5. *Manual of the Movement Method in Writing.* By CHARLES R. WELLS. Paper, 4to pp. 44. *Illustrated.* 25 cts.

If you want to learn about the system, send for this manual. Toledo has bought 225 copies, Scranton 225, Newtonville 100, Somerville 75, Toronto 50, etc.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Helps in Teaching Drawing

1. *The Uniform Examination Questions and Answers in Drawing* from August, 1892, to June, 1893. 16mo, pp. 221, 306 illustrations.

The same, Aug., 1896, to June, 1898, 16mo, pp. 192, 300 illustrations. Each, Manilla 50 cts.; Cloth, \$1.00.

The change in the character of the drawing questions since Miss Rice became one of the institute faculty and has had charge of this subject, has been marked, and as the present questions are not in accord with any text-book published, there is no other safe preparation for the uniform examinations in this subject except the questions already given. All teachers should therefore provide themselves with this book, which the abundant illustrations make attractive as well as useful.

The questions at each examination, with full answers, are published in The School Bulletin of the succeeding month; and in July of each year the questions in all subjects for the preceding year are published in a single volume, at 50 cts. in manilla, or \$1.00 in cloth.

2. *1000 Questions and Answers in Form Study and Drawing.* By JOHN W. BALL. Leatherette, 16mo, pp. 67. 40 cts.

This contains the questions given in the uniform examinations up to April, 1891, grouped by subjects.

3. *Practical Lessons in Object Drawing*, designed for the self-instruction of teachers. By VIALA P. HOTCHKISS. Leatherette, 12mo, pp. 82, with 97 illustrations. 50 cts.

The introduction of drawing into the curriculum of the common schools is of so recent date that many teachers who received no instruction in the subject in connection with their own education find themselves obliged to instruct their classes in drawing with only the help of occasional supervision.

The necessary aid to study in kindergarten work, construction, and design, is found in the text-books of the best systems. Object drawing, however, being more philosophical in its nature, needs a more philosophical treatment than the scope of text-books will admit, in order to give the teacher a command of the subject sufficient to be a leader of the pupils.

It is with the belief that the essential principles may be presented in a short series of lessons, that this little volume is prepared, and an effort has been made to include all theoretical instruction given on this subject in art schools.

Suggestions for criticism are given which may be applied in the examination of pupils' work, as well as in the self-instruction of the teacher.

The work includes light-and-shade, coloring, and sketching from nature, and in its general character is of interest to the amateur desirous of learning to draw.

4. *Perspective.* By Josephine A. Greene, teacher of drawing in the Plattsburg State Normal School. Cloth, 12mo, pp. 48. 50 cts.

This manual is prepared with especial reference to the questions and problems in perspective which have recently formed so important an element in the uniform examinations. It is meant for self-instruction, and gives abundant practice.

School Records and Reports.

1. *The Bulletin Class Register*. Designed by EDWARD SMITH. Press-board cover. *Three sizes*, (a) 6 x 7, for terms of 20 weeks; (b) 5 x 7, for terms of 14 weeks. When not otherwise specified this size is always sent. Pp 48. Each 25 cts. (c), like (b) but with one-half more (72) pages, 35 cts.

This register gives lines on each of 12 pages for 29 names, and *by a narrow leaf* puts opposite these names blanks for one entry each day for either 14 or 20 weeks, as desired, with additional lines for summary, examinations, and remarks. Nothing can be more simple, compact, and neat, where it is desired simply to keep a record of attendance, deportment, and class-standing. It is used in nearly two-thirds of the union schools of New York.

2. *The Yearly Class Register*. Half-leather, 42 leaves, 8 x 10. \$1.50.

This is prepared for those who like the plan of the Bulletin Register but want something larger and more substantial. It is on the same plan as the Bulletin Register, but it has a much larger page, is ruled in five colors, so that the vertical columns are easily followed, and contains 42 leaves, each for 25 names, and the record of 20 weeks for each name, thus containing three times the space of the Bulletin Register. It is substantially bound in half-leather.

3. *The Bulletin Absence Record*. Half-leather, cloth sides, pp. 400, 11 x 11½ inches. \$3.00.

This is a record of absences for terms of 20 weeks, ruled 25 names to a page, with faint ruling for half-days, so as to be used for 50 names to a page if desired. The weeks are numbered, and the ruling for the days of the week is in five colors, so that the vertical lines are easily followed. For its purpose it is the most convenient book ever issued.

4. *The Peabody Class Record*, No. 1, with 3 blanks to each scholar each day for a year. Boards, 4½ x 9½, pp. 100, \$1.00. No. 2, with 5 blanks to each scholar, 8 x 11, \$1.50. The names need be written but once.

5. *Robinson's Numeral School Register*. Manilla, 8 x 12, pp. 16, 25 cts.

Each pupil has a number, shown in the Index, and these printed numbers are checked, making a compact record, easily kept.

6. *Ryan's School Record*, 112 blanks to a sheet, per dozen sheets, 50 cts.

7. *Keller's Monthly Report Card*, to be returned with signature of parent or guardian, card-board, 2¾ x 4, per hundred, \$1.00.

8. *Shaw's Scholar's Register*, for each week, with Abstract for the Term. Paper, 5 x 7, pp. 16. Per dozen, 50 cts. Each pupil keeps his own record.

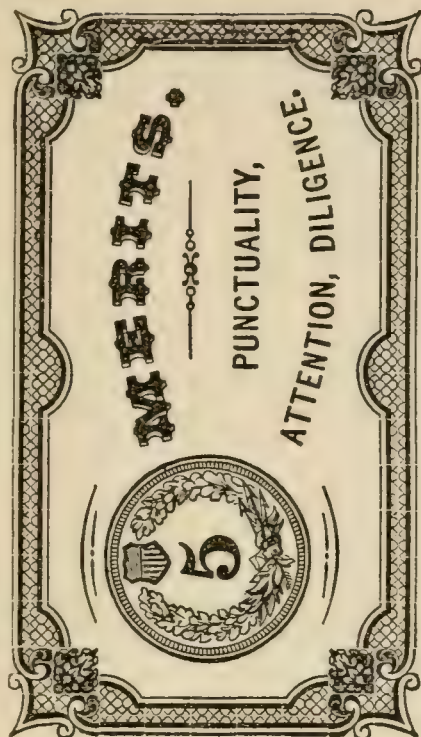
9. *Jackson's Class Record Cards*. Per set of 90 white and 10 colored cards, with hints, 50 cts. Only *imperfect* recitations need be marked.

10. *Aids to School Discipline*, contain 80 Certificates, 120 Checks, 200 Cards, 100 Single and Half Merits. Per box, \$1.25. Supplied separately per hundred: Half Merits, 15 cts., Cards, 15 cts., Checks, 50 cts., Certificates, 50 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Aids to School Discipline.

These consist of 500 separate tokens, viz. 100 *Half-Merits*, 100 *Merits*,



200 *Cards*, (5's, like that here shown), 120 *Checks* (25's), and 80 *Certificates* (100's). The Half-Merits and Merits are printed on card-board, and the Cards, Checks, and Certificates are all printed attractively in two colors, with a watered back-ground.

The Aids may be used in various ways. For instance, in the morning give each pupil a card (5 merits), representing a perfect day, to be forfeited for misdeemeanor, or failure in recitation. Single Merits and Half-Merits are for pupils who fail to retain their cards yet are worthy of some credit. Five Cards held by any pupil are exchanged for a Check (25 Merits), representing a perfect School Week. Four Checks are exchanged for a Certificate of Merit, representing 100 Merits or a perfect Month. These Certificates bear the pupil's name, and are signed by the teacher. The number held shows the pupil's standing.

It is needless to discuss the value of proper incentives, for either children or adults. The use of millions of these Aids, with the unbounded approval of teachers, parents, and pupils, assures us that they are doing great good.

They save time by avoiding the drudgery of record keeping and reports. They abolish all notions of "partiality" by determining pupil's standing with mathematical precision. They interest parents in the school.

Price, per set in box (mailed).....	\$1.25
Supplied separately (by mail), Single Merits.....per hundred	.15
Half-Merits.....	.15
Cards (5's).....	.15
Checks (25's).....	.40
Certificates (100's).....	.50

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Books for New York Schools.

1. *A Manual of School Law.* By C. W. BARDEEN. Cloth, 16mo, pp. 300. Manilla, 50 cts.; cloth, \$1.00.

This book has been for twenty years the only recognized text-book on the subject. The present edition was wholly re-written in 1896, and brings the subject up to date. It includes the author's "Handbook for School Trustees", and adds all the questions in school law given at uniform examinations from the first to March, 1896, with full answers as published by the State Department corrected to date according to changes in the law. As school law is hereafter to be required in all teachers' examinations, 2d and 3d grades, as well as 1st, this book is absolutely indispensable to every teacher, and hence has been put in the Standard Teachers' Library.

2. *Laws of New York relating to Common Schools*, with Comments and Instructions, and a digest of Decisions. Leather, 8vo, pp. 807. \$2.50.

This is what is known as "The Code of 1888", and is the final authority upon all disputed questions.

3. *A Descriptive Geography of the Empire State.* By C. W. BARDEEN. Cloth, 8vo, pp. 126, with 25 outline maps on uniform scale, 5 relief maps, and 125 illustrations. 75 cts.

The advance orders for this book exceeded any that have before been received for any of our publications. Its most marked characteristic is its appeal to the eye. Its illustrations are abundant and typical, and its 25 outline maps on uniform scale, each making prominent *one thing at a time*, commend themselves at sight. No New York school can afford to be without it.

4. *A Brief History of the Empire State*, for Schools and Families. By WELAND HENDRICK, A.M. Cloth, small 4to, pp. 201. 75 cts.

This book has proved one of our great successes, more than three hundred schools having officially adopted it. This subject has been made a part of the Regents' course of study, with special questions in the examinations, and the Department of Public Instruction gives it five counts at the examinations for State certificates. Whether used as a history, or as a supplementary reading-book, it has given universal satisfaction.

5. *Civil Government for Common Schools*, prepared as a manual for public instruction in the State of New York. To which are appended the Constitution of the United States, and the Declaration of Independence, etc., etc. By HENRY C. NORTHAM. Cloth, 16mo, pp. 220. 75 cts.

This book no longer needs description, as its use is almost universal. The present edition gives all the changes under the new constitution.

6. *A Chart of Civil Government.* By CHARLES T. POOLER. Sheets 12 x 18. 5 cts. The same folded for the pocket, in cloth covers, 25 cts.

7. *History of Educational Journalism in New York.* By C. W. BARDEEN. Paper, 8vo, pp. 45. 50 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The New York State Examination Questions

These are not the Uniform examination questions, but the questions given at the annual examinations for New York State certificates, good for life and the highest evidence of qualification provided for by school law. The subjects are as follows:

algebra	civil government	geology	orthography
American history	composition	geometry	physics
arithmetic	drawing	German	physiology
astronomy	French	grammar	rhetoric
book-keeping	general history	hygiene	school economy
botany	general literature	Latin	school law
chemistry	geography	methods	zoölogy

No answers to these questions have ever been published except in two subjects. The questions in *book-keeping* given at the first fifteen examinations, with full answers, solutions, and forms, are published in a paper-covered volume of 31 pages; price 10 cts. The questions given at the first 18 examinations in *drawing* are published with full answers in a leatherette-covered book of 67 pages; price 40 cts. All the questions from the beginning in 1875 to the examination of 1894, inclusive, are published in a single volume of 402 pages; price in manilla 50 cts.; in cloth, \$1.00. The questions for 1895, 1896, 1897, and 1898 are published in separate paper-covered pamphlets at 10 cts. each, and the series will be continued from year to year.

The best helps in all subjects are the questions themselves already given. The Uniform Questions with full answers given are also of great assistance. Other special helps in each subject are as follows:

American history.—For rapid review, to fix the outlines in mind, get Williams's "Topics and References" (50 cts.), or Godard's "Outlines" (50 cts.). Remember that there are always questions in New York State history, for which the only preparation is Hendrick's "Brief History of the Empire State" (75 cts.).

Arithmetic.—Bradford's "30 Problems in Percentage" (25 cts.) and Bassett's "Latitude, Longitude, and Time" (25 cts.) may carry you through where you would otherwise fail if you are weak in these subjects.

Civil Government.—Get Northam's "Civil Government for Common Schools" (75 cts.). It is the only adequate New York book.

Geography.—There are always questions on New York State geography; get Bardeen's "Geography of the Empire State" (75 cts.). The "Regents' Questions in Geography", with answers, is excellent (50 cts.).

Grammar.—The questions are all upon the old lines of straight grammar. Take a thorough drill in Kiddle's "3000 Grammar Questions and Answers" (\$1.00). He was editor of Brown's grammars.

Orthography.—Sanford's "Limited Speller" (25 cts.) contains every word ever given at these examinations, and does not waste your time on words not likely to be given.

School Law.—The only book is Bardeen's "Manual of School Law" cloth \$1.00; paper 50 cts.

The New York Uniform Question Books.

New York requires that no public school teacher shall be licensed except after passing one of the regular stated examinations upon the questions prepared by the State Department at Albany, and sent out from there, being UNIFORM for the entire State.

Never before were questions subjected to such previous tests as these. New York has a State Examining Board, made up of the Institute Instructors, the Inspectors of Teachers' Classes, and the Examinations Clerk. These are all high-salaried men—the best the State is able to find at \$2,500 and \$3,000 a year. The subjects are divided up among these men, and each prepares on his own topic the best set of questions he can make. Then the sets of questions are discussed by the entire board, every possible criticism of the individual questions and of the set of questions as a whole being suggested and discussed in open meeting. Finally the questions thus amended and approved are submitted to the State Superintendent for his inspection.

They may reasonably be called Standard Questions for the Examination of Teachers; and they have a special advantage in that they are graded.

Ours are the only complete editions of these Questions with Answers, and are as follows:

1. *The New York Question Book*, with all the Questions of the Uniform, State, Cornell University Scholarship, and Normal School Entrance Examinations to March 31, 1890, with Answers to the Uniform Questions. 8vo. pp. 461. Cloth, \$2.00; manilla, \$1.00.
2. *The same, Supplement No. 1*, April, 1890, to June, 1891, 8vo., pp. 163; No. 2, Aug., 1891, to June, 1892, 8vo. pp. 139. Each in manilla, 25 cents. Both in one volume, cloth, uniform with the New York Question Book, \$1.00.

The number of Questions in these three volumes is as follows: algebra, 339; American history, 733; arithmetic, 958; astronomy, 100; book-keeping, 220; botany, 123; chemistry, 110; civil government, 674; composition, 207; current topics, 548; drawing, 499; French, 30; general history, 143; geography, 984; geology, 109; geometry, 199; German, 30; grammar, 1046; Latin, 195; literature, 160; methods, 549; penmanship, 61; physics, 240; physiology, 707; reading, 83; rhetoric, 64; school economy, 91; school law, 228; zoölogy, 130—Total, 9,460.

3. *The same, Uniform Questions and Answers only, Supplements No. 3*, Aug., 1892, to June, 1893; No. 4, Aug., 1893, to June, 1894; No. 5, Aug., 1894, to June, 1895; No. 6, Aug., 1895, to June, 1896; No. 7, Aug., 1896, to June, 1897; No. 8, Aug., 1897, to June, 1898; No. 9, Aug., 1898, to June, 1899; No. 10, Aug., 1899 to June, 1900. Each, cloth, \$1.00; manilla, 50 cts.

4. *The same, the Questions and Answers in Drawing* from August, 1892, to June, 1896. *The same*, Aug. 1896 to June 1899. Each, cloth, \$1.00, manilla, 50 cts.

5. *The same, the Questions and Answers in* (a) Algebra; (b) American History; (c) Arithmetic; (d) Art of Questioning and History of Education; (e) Book-Keeping; (f) Civil Government; (g) Geography; (h) Grammar; (i) Methods and School Economy; (k) Physics; (l) Physiology; (m) School Law. Each, manilla, 25 cts.

Helps for the Uniform Examinations

The best helps in all subjects are the questions themselves already given, with the answers, elsewhere advertised. Other special helps in each subject are as follows:

American history.—For rapid review, to fix the outlines in mind, get Williams's "Topics and References" (50 cts.), or Godard's "Outlines" (50 cts.). Remember that there are always questions in New York State history, for which the only books are Prentice's (\$1.50) and Hendrick's (75 cts.).

Arithmetic.—Bradford's "30 Problems in Percentage" (25 cts.) and Basset's "Latitude, Longitude, and Time" (25 cts.) may carry you through where you otherwise would fail.

Geography.—There are always questions on New York State geography; get Bardeen's "Geography of the Empire State" (75 cts.). The "Regents' Questions in Geography", with answers (50 cts.), is excellent.

Grammar.—The questions are all upon the old lines of straight grammar. Take a thorough drill in Kiddle's "3000 Grammar Questions and Answers" (\$1.00). He was editor of Brown's grammar.

Orthography.—Sanford's "Limited Speller" (25 cts.) contains every word ever given at these examinations, and does not waste your time on words not likely to be given.

Physiology.—You will get help from the two Dime Question Books, "Physiology", and "Stimulants and Narcotics" (10 cts. each). *School Law*.—The only book is Bardeen's "Manual of School Law", cloth \$1.00; paper 50 cts.

Civil Government.—Get Northam's "Civil Government for Common Schools" (75 cts.). It is the only adequate New York book.

Current Topics.—The best preparation is the Current Topics given in THE SCHOOL BULLETIN, \$1.00 a year, 10 cts. a number. For each examination get the three preceding numbers, sent for 25 cts.

Drawing.—Get Greene's "Perspective" (50 cts.). *Methods and School Economy*.—Get DeGraff's "School Room Guide", and Landon's "School Management", each, cloth, \$1.50; paper, 50 cts.

Advanced English.—Bardeen's "Outlines of Sentence Making" (60 cts.) gives just the preparation for this subject.

Algebra.—Get Michael's "Algebra for Beginners" (75 cts.). *Book-Keeping*.—The "Dime Question Book of Book-Keeping" (10 cts.) will very likely carry you through.

History of Education.—Williams's "History of Modern Education" (\$1.50) is much the best book, and answers the questions on education in New York.

Physics.—The "Dime Question Book of Physics" (10 cts.) will be of much help.

1st, 2d, and 3d Grade Subjects

1st and 2d Grades

1st Grade

Special Books for Regents' Schools.

1. *The Regents' Questions in Arithmetic, Geography, Grammar, and Spelling* from the first examination in 1866 to June, 1882. (*No questions of later date will be printed.*) Being the 11,000 Questions for the preliminary examination for admission to the University of the State of New York, prepared by the Regents of the University, and participated in simultaneously by more than 250 academies, forming a basis for the distribution of more than a million of dollars. *Complete with Key.* Cloth, 16mo, pp. 473. \$2.00.

2. *Complete.* The same as above but without answers. Pp. 340. \$1.00.

3. *Separately.* The same, each subject by itself, all Manilla, 16mo: *Arithmetic*, 1293 Questions, pp. 93, 25 cts. *Geography*, 1987 Questions, pp. 70, 25 cts. *Grammar*, 2976 Questions, pp. 100, 25 cts. *Spelling*, 4800 Words, pp. 61, 25 cts. *Keys to Arithmetic, Geography, and Grammar*, each 25 cts.

These are of course an indispensable preparation for the Regents' Examinations, and have been used for twenty years in most Regents' schools.

4. *Regents' Selections in Literature.* Selections for Repetition from Memory at the Examinations conducted by the Regents of the University of the State of New York, in connection with the courses of American, German, and French Literature. Leatherette, 16mo, pp. 56, 25 cts. Each separate, paper, 10 cts.

These selections were officially prepared in the Regents' office, and published under the direction of Mr. James Russell Parsons, jr. Besides their special purpose, they will be found admirable for use in classes.

5. *Outlines of English Literature.* By BLANCHE R. DANIELS. Cloth, 16mo, pp. 50, interleaved for notes, 50 cts.

This has been prepared especially for Regents' classes, and follows the Syllabus closely. It contains *portraits*, with sketches, critical notes, etc., and while invaluable for its special purpose, will also be found of great utility in all literature classes.

6. *Review Problems in Arithmetic* for Schools under the supervision of the Regents. By MRS. JENNIE B. PRENTICE. Paper, 16mo, pp. 93. 20 cts. Key, 25 cts.

7. *Review Questions in Geography* for Schools under the supervision of the Regents. By MRS. JENNIE B. PRENTICE. Paper, 16mo, pp. 48. 15 cts.

These books have been prepared to supplement the published books of Regents' Questions, and afford an admirable drill in these subjects. Not a single problem in the first can be found in any published arithmetic, and very few questions in geography have ever been asked by the Regents that are not to be found in the second.

8. *Elementary English.* Prepared with reference to the Regents' Examinations in the State of New York. By JOHN D. WILSON. Leatherette, 16mo, pp. 50. 35 cts.

This contains among other things all the work in Etymology required by the last Regents' Syllabus.

9. *A Vocabulary of Caesar's Gallic War, Book II.* By GEORGE M. SMITH. Cloth, 16mo, pp. 69. 50 cts.

10. *Conspiracy of the Helvetians.* Five chapters of Caesar's Gallic War. For use in First-Year Latin Classes, especially in Regents' Schools. Containing Special Vocabulary, Exercises in Latin Composition, Idioms, and Irregular Comparisons, with Suggestions for Study. By a High School Teacher. Paper, 16mo, pp. 20. 10 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The Regents' Questions

1. *The Regents' Questions in Arithmetic, Geography, Grammar, and Spelling* from the first examination in 1866 to June, 1882. Being the 11,000 Questions for the preliminary examinations for admission to the University of the State of New York, prepared by the Regents of the University, and participated in simultaneously by more than 250 academies, forming a basis for the distribution of more than a million of dollars. *Complete with Key.* Cloth, 16mo, pp. 473. \$2.00.

2. *Complete.* The same as above but without answers. Cloth, pp. 340. \$1.

3. *Separately.* The same, each subject by itself, all Manilla, 16mo: *Arithmetic*, 1293 Questions, pp. 93, 25 cts. *Geography*, 1987 Questions, pp. 70, 25 cts. *Grammar*, 2976 Questions, pp. 100, 25 cts. *Spelling*, 4800 Words, pp. 61, 25 cts. *Keys to Arithmetic, Geography, and Grammar*, each 25 cts.

In the subjects named, no other Question Book can compare with these either in completeness, in excellence, or in popularity. By legislative enactment no lawyer can be admitted to the bar in the State of New York without passing a Regents' examination in these subjects. *No questions on other subjects or of later date are printed by subjects or with answers.*

4. *The Regents' Examination Papers* for the Academic Years 1892-3, 1893-4, 1894-5, 1895-6, 1896-7, 1897-8. Cloth, 12mo, each year, \$1.00.

These books give no answers, but they contain all the questions for the year in all departments, including Academic, Medical, Dental, Veterinary, Law, and Library examinations, embracing the following subjects: algebra, anatomy, arithmetic, art topics, astronomy, bibliography, book-binding, book-keeping, botany, Caesar, cataloguing, chemistry, Cicero, contracts, corporations, dentistry, drawing, electric engineering, English, ethics, French, geography, geology, geometry, German, Greek, history, N. Y., U. S., English, French, Greek, and Roman history, home science, Homer, hygiene, Italian, Latin, law, library work, Am., English, French, German, Latin, and Greek literature, metallurgy, materia medica, obstetrics, Ovid, painting, pathology, pedagogics, physical geography, physics, physiology, psychology, real property, Shakspeare, spelling, stenography, surgery, therapeutics, torts, trigonometry, Virgil, wills, Xenophon, zoology.

5. *The Dime Question Books*, with full answers, notes, queries, etc. Paper, pp. about 40. By A. P. SOUTHWICK. Each 10 cts.

ELEMENTARY SERIES

3. Physiology.
4. Theory and Practice.
6. U. S. History and Civil Gov't.
10. Algebra.
13. American Literature.
14. Grammar.
15. Orthography and Etymology.
18. Arithmetic.
19. Physical and Political Geography.
20. Reading and Punctuation.

ADVANCED SERIES

1. Physics.
2. General Literature.
5. General History.
7. Astronomy.
8. Mythology.
9. Rhetoric.
11. Botany.
12. Zoology.
16. Chemistry.
17. Geology.

The immense sale of the Regents' Questions with answers in Arithmetic, Geography, Grammar, and Spelling has led to frequent inquiry for like questions in the Advanced Examinations. As it is not permitted to print answers to these, we have had prepared this series. Frequently a \$1.50 book is bought for the sake of a few questions in a single study. Here the studies may be taken up one at a time, a special advantage in New York, since applicants for State and Uniform certificates may present themselves for examinations in only part of the subjects, and receive partial certificates. The same plan is very generally pursued elsewhere. These books are not in any sense of the word treatises on these subjects, but they are suggestive and stimulating.

Helps in Regents' Examinations.

1. *The Regents' Examination Record.* The present edition of this Record covers the course of study adopted for the five years 1895-1900. It has received the approval of the Regents' office, and blanks are left to provide for possible changes after the year 1900. This Record is well-known in Regents' schools as an indispensable time-saver. It contains an alphabetical index, a classified record of certificates and diplomas, and individual records for 432 pupils, with dates of all credits, pass-cards, certificates, and diplomas. Price \$3.00. For the larger schools, a double size, for 864 pupils, is bound in canvass. Price \$6.00.

2. *Regents' Individual Card Records.* These give the same individual record as above, but are printed separately on cardboard. Price \$1.50 a hundred.

3. *Regents' Examination Paper.* This is prepared from forms furnished by the Regents' office, and is of a weight and quality of paper chosen there as best fitted for the purpose. It is used by the Regents themselves in examinations conducted by them. The paper is printed in four forms, viz.: Whole sheets, Half-sheets, Spelling in half-sheets, and Book-Keeping in whole sheets. We suggest for most schools the following proportion:

Whole sheets, 350, equal to half-sheets.....	700
Half-sheets.....	100
Spelling.....	100
Book-Keeping, 50, equal to half-sheets.....	100
	<u>1,000</u>

We will however fill orders in any proportion desired. The price is \$2.00 per 1,000 half-sheets. It is done up on two sides in heavy tar-board, making a light and safe express package. The same boards are to be used in sending the students' papers to the Regents.

4. *Regents' Drawing Paper.* The demand for a paper that would answer all the requirements for the examination in drawing led us to prepare a special paper of the size and quality approved by the Regents. This is uniform in size with the other paper, but is not included in the assortment put up in packages. It cost \$2.50 per ream, or 50 cts. per 100 sheets, is of exceptional quality, and is usually considered indispensable where the drawing examination it to be taken.

This paper is of the best quality and we recommend it first; but for those who can not afford it and want a cheaper paper we can furnish a grade at \$1.50 per ream, 40 cts. per 100 sheets, that is the best such money can buy.

5. *Syllabus of Regents' Examinations in American History.* These are published two months before each examination, and have been prepared from the beginning by WELLAND HENDRICK, the institute conductor and author of "A Brief History of the Empire State." 5c. each; 50c. a dozen.

6. *Review Questions in Hendrick's History of the Empire State,* 16 pp. 5 cts. each; 50 cts. a dozen. A capital preparation for examinations.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The Buffalo Examination Questions.

All the questions given at the first 17 examinations of teachers in the city of Buffalo, June 3, 1892, to July 27, 1896, are now published in a single volume of 318 pages. Those given at the next ten examinations, to June 30, 1898, are published in a second volume of 176 pages. Price of each in manilla 50 cts., in cloth \$1.00, postpaid. These examinations were for the following positions: principals of primary or grammar school; assistant in grammar school; assistant in German primary or grammar school; kindergarten. In the second volume, the same, and also high school certificates in Latin and Greek. The questions in the first volume number 3025, distributed as follows: Algebra 100; American history 404; arithmetic 406; botany 6; civil government 236; composition 102; drawing 6; geography 400; geometry 70; German 25; grammar 396; history of education 5; kindergarten 5; music 6; physical geography 6; physics 253; physiology 405; psychology 6; rhetoric 106; spelling 75; zoölogy 6. Those in the second volume correspond.

The value of these volumes is unusual. Previous to the establishment of the board of examiners in Buffalo all teachers had been appointed by the superintendent, and whatever certificates they held were given by him. The new law made it a prerequisite to appointment that a teacher should hold a certificate given upon examination by this board upon printed questions prepared by it and opened upon a given day and hour. Hence the questions were prepared with scrupulous care; and as they had reference to this sole purpose, they have a rare value in the examination of teachers. The range of subjects, and the division into grades makes them usable everywhere. The volumes are uniform with those of the New York State Uniform Questions, of which the following editions are published:

1. *The New York Question Book*, with all the Questions of the Uniform, State, Cornell University Scholarship, and Normal School Entrance Examinations to March 31, 1890, with *Answers to the Uniform Questions.* 8vo, pp. 461. In manilla, \$1.00; in cloth, \$2.00.

2. *The same, Supplements No. 1*, April, 1890, to June, 1891, 8vo, pp. 163; No. 2, August, 1891, to June, 1892, 8vo, pp. 139. Each in manilla, 25 cts. Both in one volume, cloth, uniform with the New York Question Book, \$1.00.

The number of questions in these three volumes is as follows: algebra, 339; American history, 733; arithmetic, 958; astronomy, 100; book-keeping, 220; botany, 123; chemistry, 110; civil government, 674; composition, 207; current topics, 548; drawing, 499; French, 30; general history, 143; geography, 984; geology, 109; geometry, 199; German, 30; grammar, 1046; Latin, 195; literature, 160; methods, 549; penmanship, 61; physics, 240; physiology, 707; reading, 83; rhetoric, 64; school economy, 91; school law, 228; zoölogy, 120—Total, 9,460.

3. *The same, Uniform Questions and Answers only, Supplements Nos. 3-8.* Each, in manilla, 50 cts.; in cloth, \$1.00.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The Civil Service Question Book.

Are you tired of teaching? Do you sometimes wonder whether you could do anything else if you tried? Have you now and then thought that it would be well to have some other employment to look to, in case you felt that you had taught long enough? It is our business to publish books for teachers, books that will help them in their work and keep them in it. But there are circumstances that would make a government position desirable for some teachers, especially for young men and women who want to use the libraries and other helps in large cities. The pay is liberal, the hours are few, and once obtained the place is secure. These are all temptations to the idler, but they are opportunities for the student. Under the Civil Service law the road to such a position is simple.

100,000 PLACES are now filled exclusively by appointments dependent on examinations. No favoritism is possible. You do not need the influence of Congressman or politician. You have only to learn when the next examination is held, apply for the necessary papers, present yourself, and answer the questions asked. The appointments are made from **OPEN TO WOMEN** as well as to those who stand highest, and are **men**. All the particulars as to these examinations, how to find out the places and dates where held, and how to apply, are given in this volume, which gives also 943 specimen questions in *Arithmetic*, 575 specimen questions in *Geography*, 400 specimen questions in *English Syntax*, 100 each in *American History* and *Civil Government*, with full treatises on *Book-Keeping* and on *Letter-Writing*. To **\$1,000 AND HIGHER** prepare for competition for places at these subjects are the principal subjects required. Any one who can answer the questions here given, to all of which full and complete answers are added, is ready to enter the next examination.

Hon. John B. Riley, late Chief Examiner of the State of New York, says of the book: "I am pleased with your Civil Service Question Book. It will not only be of service to those intending to try the Civil Service Examinations, but teachers or others who are obliged to prepare questions for examinations in common English branches will find it a great convenience."

The *American Bookseller* says: "The handy little volume called The Civil Service Question Book is a kind of happy thought in these days of C. S. examinations. In it the nervous and anxious seeker of a billet in the government service will find an ample selection of the kind of questions which he will be asked. If he can answer these, he will be able to answer any other likely to be asked."

The *New England Journal of Education* says: "It is worth as much to the teacher in his class, as to those aspiring to government positions. It is rarely that any book can be found with so many valuable and so few unimportant questions."

16mo, pp. 282. In Manilla 50 cts; in Cloth \$1.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Southwick's Dime Question Books.

Some time ago *The Inter Ocean* of Chicago said:

"It is the doctrine of homœopathy that like cures like. The better educational journals have for some months been recognizing and deploring the use of cramming-books, but still the sale of cramming-books has increased. The fact remained that by the purchase and study of Somebody's Question Book the teacher could pass an examination in which she would have failed without such preparation. That the book was crude in design, inaccurate and unscholarly in execution, and in exact antagonism to all true method of study was not to the point. Still the facts remained: (1) The teacher must have a certificate, or she could not teach; (2) she could not get a certificate without passing an examination; (3) with a "Question Book" she could pass the examination, and without it she couldn't. Hence, spite of denunciation, she paid her twelve shillings for the book, as she would have paid it for quinine, had the doctor ordered it.

"In the interest of good scholarship, what then can be done to check the purchase of quack question books? There is but one remedy—to produce question books which shall be yet more available and effective than the others for the special purpose of passing an examination, but at the same time shall be scholarly in design and execution, and adapted, not to satisfy the mind with the little knowledge which is dangerous because it satisfies, but by presenting information logically and interestingly, to stimulate to further investigation.

"The author of this series has done precisely this work, and done it wonderfully well. * * * As we look over the successive numbers we are astonished at the fertility, and readiness, and above all the logical acumen of the author. * * * Perhaps it is in the very assurance one feels that the work is done by a master that much of the interest consists. Certainly no one can read a half dozen pages of any of these books without desiring to finish them, or finish them without feeling that his time has been well spent. We commend the series unhesitatingly, as not simply the best of the question books, but as thoroughly satisfactory where all others have been lamentably deficient."

ELEMENTARY SERIES.

3. Physiology.
4. Theory and Practice.
6. U. S. History and Civil Gov't.
10. Algebra.
13. American Literature.
14. Grammar.
15. Orthography and Etymology.
18. Arithmetic.
19. Physical and Political Geog.
20. Reading and Punctuation.

ADVANCED SERIES.

1. Physics.
2. General Literature.
5. General History.
7. Astronomy.
8. Mythology.
9. Rhetoric.
11. Botany.
12. Zoology.
16. Chemistry.
17. Geology.

Separately, each 10 cts. Either Series complete in one book, Cloth, \$1.00; Manilla, 50 cts. Extra Volumes, by C. W. BARDEEN, 21. Temperance Physiology, 22. Book-Keeping, 23. Letter-Writing, each 10 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Books for Training Classes

1. *The Uniform Question Supplements*, since 1894 (Nos. 5-10, 50 cts. each in manilla or \$1.00 in cloth) give the training class questions and answers for each year as well as the uniform questions. These are also given in the separate volumes at 25 cts. each in American History, Arithmetic, Art of Questioning and History of Education, Civil Government, Geography, Grammar, Methods and School Economy, Physiology, and School Law; and in Drawing, 1896 to 1899, 50 cts. in manilla or \$1.00 in cloth. In many ways these questions and answers are an indispensable preparation. It would be well if every member of the class were required to own the Supplement for the preceding year.
2. *Current Topics* may best be prepared by reading The School Bulletin, \$1.00 a year, or 10 cents a number. For each examination the numbers for that month and for the two preceding months should be read. Any one who will take the trouble to compare the questions in Current Topics for the past ten years with the Current Topics given in the School Bulletin will be surprised to see not only how fully all the questions are answered, but also how little is given not called for in the questions. *There has not been an examination in this subject that an intelligent person could not pass after spending an hour in reading the three preceding numbers of the School Bulletin.*
3. *Williams's History of Education*, \$1.50. This is the only book that meets the requirements, as it is the only one that gives the history of education in New York State, on which there are always questions.
4. *Bardeen's School Law*, 50 cts. in manilla or \$1.00 in cloth, is the only text-book on the subject published.
5. *Northam's Civil Government*, 75 cts., is the only text-book published which gives at all adequately the civil government of New York State, on which most of the questions are based.
6. *Hendrick's History of the Empire State*, 75 cts., was reported in the last Regents' report to be used in 547 schools, while 7 other text-books were used altogether in 7 schools.
7. *Bardeen's Geography of the Empire State*, 75 cts., is the only text-book published or revised in recent years.
8. *Curtiss's Ninety Lessons in Arithmetic*, 50 cts., was prepared by E. Curtiss, the former inspector of training-classes, and Anna Eggleston Freedman, the most popular of all New York's institute conductors, expressly for training class work. A new edition has just been issued.
9. *Lester's Problems in Arithmetic*, paper 25 cts., cloth 50 cts., was also prepared expressly for this work by a well-known principal, school commissioner, and superintendent.
10. *Roat's Helps in English Grammar*, paper 25 cts., cloth 50 cts., was also prepared in the class room for training class work.



OPINIONS OF BARDEEN'S GEOGRAPHY OF THE EMPIRE STATE

- "An effort in the right direction."—*The Nation*.
- "Contains all the information that is likely to be desired by teacher or pupil."—*The Critic*.
- "There are numerous illustrations, many of which are well chosen and well produced."—*Science*.
- "I am delighted with it. It is brimful of helpful suggestions."—Principal M. A. Taft, Mattituck, N. Y.
- "Mr. Bardeen issues some splendid books, and this is one of them. It is well arranged, edited, and printed, and the schools of New York are to be congratulated on having so good a geography."—*Pennan's Art Journal*.
- "I have just finished reading your Geography of the Empire State, and I am heartily pleased with it. I never realized that there were so many places and things of interest and importance in this State."—*Frank L. Miller*, School Commissioner, Schuylers Co., N. Y.
- "Bardeen's Geography of the Empire State meets a long-felt want. It is just what we need to prepare for regents geography. The arrangement of the subject matter is up to date. Our students are more than well-pleased with it."—Principal James M. Grimes, Mount Vernon, N. Y.
- "Received the Geography of the Empire State, and have read every word of it. It is deeply interesting to me. * * * I think every one who claims to be intelligent should make the book a study. Now we can have it, it seems a necessity. Every pupil of the public school should be required to master this book somewhere in his course."—*C. Ayer*, Clifton Springs, N. Y.
- "Local geography is deservedly taking a high rank in school studies. The regents make a separate requirement of geography and history of New York State. No better text-book can be found to give the desired information than Bardeen's Geography of the Empire State. Its illustrations and text combine to give the student a very excellent idea of what New York State really is."—*Chas. T. Andrews*, New York Inspector of Normal Schools.
- "This is a vigorous and enterprising manual, copiously illustrated with maps and phototypes. It treats of the boundaries, surface, rivers, mountains, lakes, physical features, and geology of the State, its climate, productions, and political divisions, and, in a novel and ingenious chapter, takes the student over a series of the railway journeys possible in the State."—*The Independent*.
- "Mr. Bardeen has made a geography of New York State which can be used by fifth year pupils as a text-book and by all folks as a work of reference. It contains much matter not easily accessible to the ordinary student and it contains all that the student and average reader needs. Within the compass of 425 pages the author has 21 full-page illustrations, 25 outline maps on uniform scale, 5 relief maps, 125 illustrations, and enough letter press to satisfy the most exacting. It is the best State geography we have ever seen and its use in the schools of New York should be made compulsory."—*The Teachers World*.

Zinc-Engraved Portrait for a Dollar.

In the early management of our Teachers' Agency we had much difficulty in regard to Photographs. It is almost impossible to secure an *election* of a teacher by correspondence without sending a picture. But some applicants neglected to send us a photograph; others sent one but urged us not to let it go out of our hands as it could not be duplicated; and on the other hand we found school-boards dilatory about returning the photographs we sent, so that a teacher would lose an election in one place and in another.

Specimens will be sent on request.

To obviate this difficulty we made arrangements to prepare Postage-Stamp Photographs, and of those little pictures we have made more than half a million for our candidates and others. But they are rather small, and we have at last succeeded in making a contract by which we can supply for *One Dollar* 100 photo-engraved portraits of the size and quality of the specimen here given, printed like a postage-stamp on adhesive paper, which are to be known hereafter as Circle Photos. This is an offer unprecedented, and is made possible only by the quantity we order. For *Two Dollars* we will send not only 100 gummed pictures like this, but also the plate from which they are printed, which can be used on any printing-press, and thus inserted without extra cost in catalogues, circulars, programmes, diplomas, etc. Portraits of the entire Faculty of a school, with the members of the Board of Education, may thus be procured at slight expense, and used wherever desired in connection with school-printing.

Be sure to write your name on the back of the picture sent. We sometimes get twenty photographs by a single mail, some of them without any name or accompanying letter, and with the post-mark effaced, so that it is impossible to guess from whom they came.

To recapitulate: For One Dollar sent with a cabinet photograph we will furnish post-paid 100 gummed portraits of the size and quality here shown. For Two Dollars, we will furnish not only the 100 circle-photos, but also the plate from which they are printed.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

American Flags for Schools.

Many States now require by statute law that every public school building must be provided with an American flag. The New York law upon this subject is unequivocal. In a circular dated Oct. 3, 1895, the State Superintendent says:

"The foregoing law is *mandatory* in its terms, and there is *no discretion vested with the school authorities* as to compliance therewith.

"It is the duty of all school district officers and boards of education to purchase a flag and its necessary appliances *at once*, and a failure to do so is sufficient cause for the removal of any officer so refusing. The attention of school district officers is also called to the provisions of section 51, title 7 of the Consolidated School Law, which authorizes school district trustees, whenever authorized by law to incur any expense for a school district, to raise the amount necessary to defray the same by a tax in the same manner as if the definite sum to be raised had been voted by a district meeting.

"It is therefore *not necessary to submit the question of purchasing a flag to the inhabitants of the school district at a school district meeting*; and trustees have the authority to purchase the same and levy a tax upon the district for the expense thereof."

We make flags only of ONE QUALITY and THE BEST. Every flag we sell is made of the first quality United States Standard Wool Bunting. The stars and stripes are SEWED, and the colors will not run or fade. The flag may be freely washed whenever necessary.

Hon. Charles R. Skinner, State Superintendent of Public Instruction, writes as follows: "I have yours of the 17th inst., and have also received your samples of the flags referred to. You do exactly right in proposing that the best is always the cheapest. Your flag at \$5.00 is more desirable than the other flag free."

The following prices are for these Flags postpaid:

4 ft. by 8 ft.....	\$3 50	8 ft. by 15 ft.....	\$10 00
5 ft. by 10 ft.....	5 00	10 ft. by 18 ft.....	15 00
6 ft. by 12 ft.....	6 50	15 ft. by 25 ft.....	30 00

We recommend the 5 x 10 at \$5.00 as the best for ordinary schools.

All flags sold by us are warranted.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Portraits for the Schoolroom.



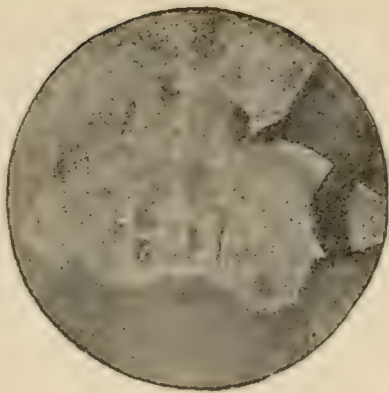
JOHN AMOS COMENIUS



JOHN HENRY PESTALOZZI



FREDERICK FROEBEL



EDWARD AUSTIN SHELDON

Naturally in buying pictures for the schoolroom the first call is for portraits of Pestalozzi and Froebel, with whose names, in this country at least, is worthily associated that of Dr. E. A. Sheldon, principal of the Oswego normal, who introduced Pestalozzian principles here. We have just had the three specially engraved and can furnish them on paper 22x28 inches, suitable for framing. The portrait of Comenius which we published some time ago, and which hangs in so many schoolrooms, will now have worthy companions, and the four pictures will be sent to any address postpaid for two dollars. They should be found in every schoolhouse in the country. Let the children become acquainted with COMENIUS, the father of modern education; PESTALOZZI, who was the first to teach children to observe; FROEBEL, who made school-life enter into the play as well as the work of the child; and SHELDON, thus far the greatest of American teachers.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Blackboards and Blackboard Slating

1. *Hornstone Slating.*—This contains no oil or grease, and will not become faded or greasy with use. By its use the eyesight of children is saved, and most of the evil effects of chalk dust are escaped; for a beautifully clear and distinct mark is produced with the minimum of crayon wear and dust. The reason is that the surface finishes down as smooth as slate.

The application of *two coats* is recommended for old or imperfect boards, but for new boards and old boards with good foundations, we recommend two additional coats, with a final rubbing down with pumicestone. This gives a blackboard never yet equalled. Principal H. F. Miner of Skaneateles, N. Y., writes after seven years' use: "The three essentials of a good blackboard: smoothness, dead blackness, and durability, are admirably combined in this material. When properly applied to a suitable foundation no board that I ever saw equals the Hornstone."

The price is \$8.00 a gallon, covering from 144 to 180 square feet with *four coats*. We shall be glad to send detailed circulars and give complete information to any one in need of material.

2. *Compo-Board Blackboards.*—For portable blackboards, for small schools where it would not pay to prepare a special surface on the wall, and schools where the old wall is unfit to be coated, we manufacture these black-



boards consisting of thin wood (3) so joined and covered with cement (2) and water-proof paper (1) as to make a straight, smooth sheet of great strength, much lighter than the old wooden blackboards, and which cannot warp. We can furnish it in sheets of any size up to 4 by 18 feet at \$1.00 per square yard, covered on one side with Hornstone slating; or at \$1.50 a yard if covered on both sides. Made into blackboards, *slated on both sides*, and strongly *framed in oak*, the prices are as follows. Other sizes may be had at corresponding rates.

1½ x 2 ft.....	\$2.00	3 x 6 ft.....	\$ 8.00
2 x 3 ft.....	3.00	4 x 6 ft.....	10.00
3 x 4 ft.....	4.50	4 x 8 ft.....	12.00

3. *Tarboard Blackboards.*—These are made of the best tarboard, slated with Hornstone on both sides, with wooden frame and rings for hanging, at the remarkably low price of \$2.00 for a board 25 x 34 inches, or \$3.00 for a board 34 x 50 inches.

4. *Slated Cloth or Paper.*—Another style of portable boards is *slated cloth* or *paper* mounted on *rollers* with *hooks* and *rings* for hanging up.

2 x 3 feet, Cloth, \$1.50.	Paper, \$1.00	3 x 6 feet, Cloth, \$4.00.	Paper, \$2.70
3 x 6 "	2.70.	4 x 6 "	5.40.

Cloth slated on one side is furnished in rolls 4 feet wide at \$1.00 a linear yard, slated on both sides at \$1.50. Slated paper at 50 cts. a square yard.

Compo-Board Blackboards.

We manufacture these ourselves of compo-board covered with Hornstone slating. The compo-board is a composition consisting of a wooden core made from narrow slats placed indiscriminately as to grain, the surface of which is covered with a cement of great strength, and a heavy close-pressed water-proof paper. The whole, after the parts are properly put together, is subjected to very heavy pressure and intense heat, making a straight, smooth sheet of very great strength. We cover it with Hornstone slating, the best surface yet devised for blackboards.

The compo-board is made for us in sheets 4 feet by 18 feet, and we can make at short notice a board of any desired size within those dimensions. For schools this makes it possible to cover the exact space between windows, doors, etc., *with a single sheet of blackboard*, without seams of any kind. It can be put up by any one with a few screws, and when secured by moulding makes a handsome and absolutely perfect and permanent board. Our charge for such boards slated on one side and ready to put up, is \$1.00 per square yard, if cut in pieces 4 feet wide or so as not to waste in cutting. Prices of moulding, chalk-troughs, etc., are given on application, as they depend on the size and shape of the surface to be covered.

These advantages may be named:

It can be cut to any size with a common hand-saw.

It can be put upon a broken plastered wall, on a board partition, or on a bare studding, and yet do perfect service.

Its surface being of considerable thickness and practically as hard as stone, it is very durable.

Its body will never wear out or be injured by use.

Its surface is smooth without shine, and has a soft, velvety feeling as the crayon moves over it.

It is better than real stone slate:

BECAUSE it will not break in handling.

BECAUSE it will not break on the wall, as real stone slate will if placed on the wall without cement.

BECAUSE it does not require experienced mechanics to put it in place, as real slate does when set in cement.

BECAUSE the freight is only a fraction of what it would be on real slate.

BECAUSE it has a jet black surface—not gray or green like real slate.

BECAUSE it can be furnished in sizes up to 4 feet by 18 feet without seam or indentation, whereas slate can be obtained only in sizes which necessitate several seams or breaks in an ordinary-sized blackboard.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The Favorite Blackboard Eraser

When you have got a good blackboard be sure to get good Erasers.



The carpet eraser, once almost universally used, has been rejected; the hard twine glazes and wears off the slated surface. Tacks carelessly driven and points projecting into the erasive material, have ruined or defaced many blackboards. Such tacks are not found until they have done some damage. Besides, carpet erasers, or any others with flat surface, merely brush the crayon down to the crayon-ledge, and thence to the floor, whence it is constantly rising and permeating the air of the school-room. For this reason a dustless eraser should always be used, and after an experience of twenty-five years and much experiment, the best we have found to be the Favorite. Of this the marked peculiarity is that it provides spaces into which the crayon dust falls, and where it remains until shaken out, outside the school-room. It holds the chalk in the grooves, leaving the surface of the eraser always clean, and thus enabling it to take up every particle of dust. It is the lightest, neatest, and prettiest eraser made. The felt is made of assorted colors, and the eraser is handsome as well as useful. Price 15 cts. each by mail; 75 cts. a dozen by express. Special prices on large quantities.

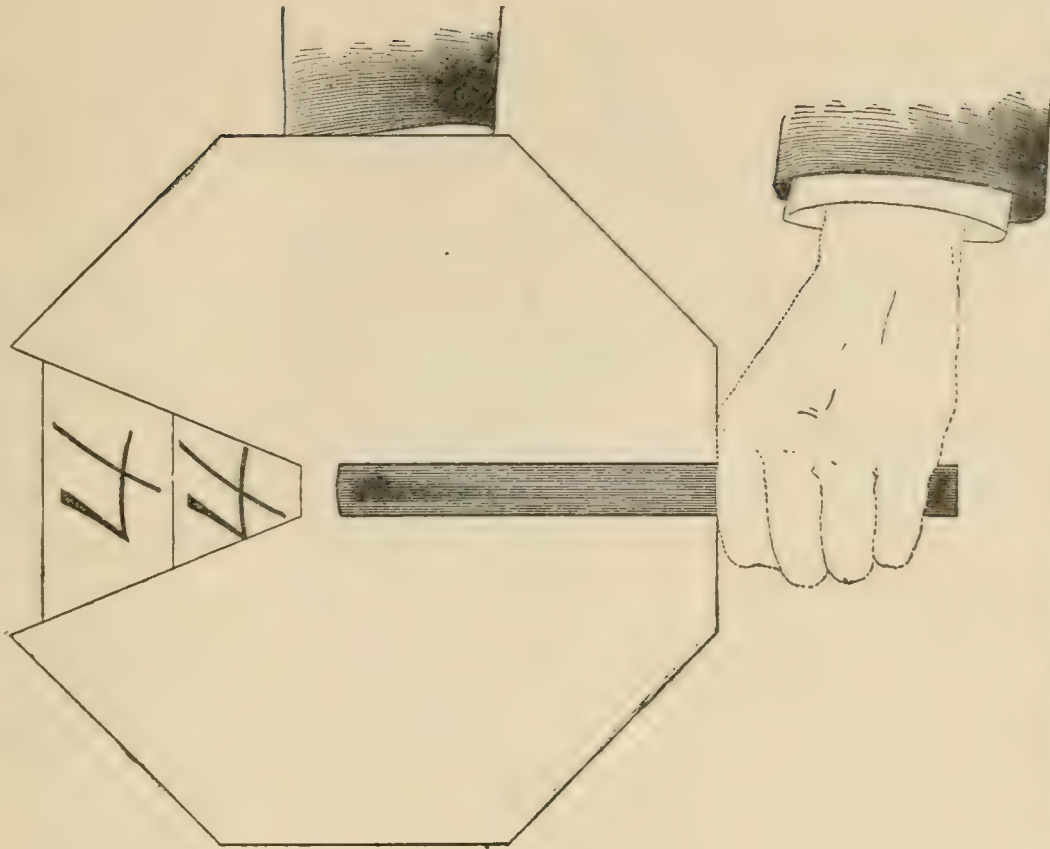
BLACKBOARD CRAYON

Ordinary White Crayon.—In spite of the dust with which it covers the clothing and fills the throats of pupils this is still sold in enormous quantities. For old and imperfect blackboards, especially when the surface is gray or greasy, nothing else has been found to make a mark distinct enough. We sell it at 10 cents a gross; with enamelled surface, so that it can be handled without chalking the fingers, 12 cents a gross; special prices on large quantities.

Alpha Dustless Crayon.—For all Hornstone-covered boards, and for other boards when fresh and black, we recommend the Alpha Crayon. There are many other kinds of hard crayon sold, but after an experience of twenty-five years we find this the only kind that gives satisfaction. It will not scratch or glaze the board, it does not whiten the fingers that hold it, and it is so much more durable than ordinary crayon that the year's supply costs less. We sell it at 50 cents a gross; in case lots (25 gross) at 40 cts. It is made in three degrees of hardness, indicated by letters, S being the softest, M the medium, and H the hardest. The better the board the harder the crayon may be used. On Hornstone boards the Alpha H is entirely satisfactory.

Colored Crayon.—This is now extensively used in blackboard work, and is an important part of the school outfit. We sell it, assorted colors at \$1.50 a gross. Small boxes of nine colors are sent by mail for 25 cents. Colored crayon heightens the interest of blackboard work; makes maps and diagrams much clearer; gives means for cheap and effective school-room decoration; and inspires in all pupils a desire to make pictures on the board and thus encourages a taste for drawing. In no other school-room apparatus does a little money go so long a way.

The Bulletin Number Fan.



This gives all the figures from 2 to 9 in concentric circles, which by a mechanical device may be turned either together or separately. Hence all combinations of two figures for addition or multiplication may be given to a class as rapidly as they can possibly be followed. The figures are large enough to be seen across the room, and small figures on the back of the fan show what combination is given in front. Price postpaid \$1.00. Special price in quantities. *Your school cannot afford to be without it.*

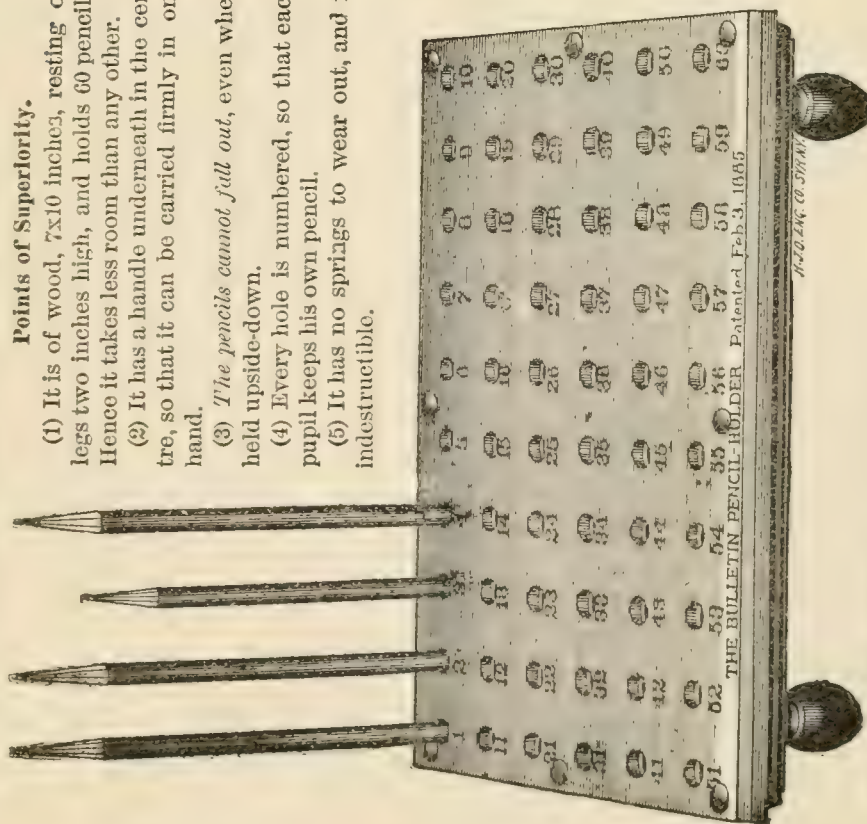
C. W. BARDEEN, Publisher, Syracuse, N. Y.

—THE SCHOOL BULLETIN PUBLICATIONS—

The Bulletin Pencil-Holder.

Points of Superiority.

- (1) It is of wood, 7x10 inches, resting on legs two inches high, and holds 60 pencils. Hence it takes less room than any other.
- (2) It has a handle underneath in the centre, so that it can be carried firmly in one hand.
- (3) *The pencils cannot fall out*, even when held upside-down.
- (4) Every hole is numbered, so that each pupil keeps his own pencil.
- (5) It has no springs to wear out, and is indestructible.



Beware of the Spread of Contagious Diseases.

The alarming prevalence of diphtheria in the schools of Syracuse recently led to investigation both by the Board of Education and by the Board of Health. As a result it was determined that the principal source of danger was the lead-pencils, of which the present system of gathering and distribution did not ensure that every child should get his own. Accordingly on Dec. 12, 1893, an order was given us for 268 *Bulletin Pencil-Holders*, for use in every room in the city schools where lead-pencils are distributed.

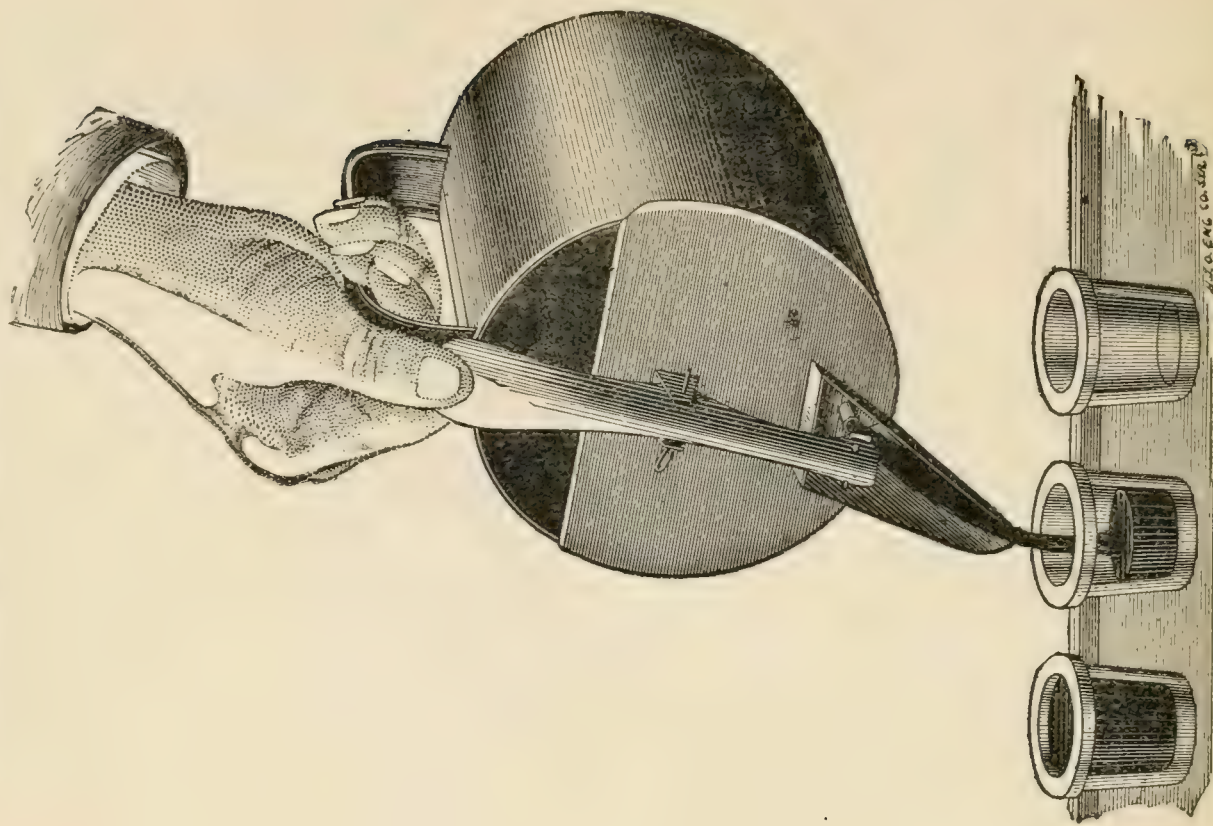
Send one dollar for a sample, and you will put it into every room in *your* school. It is equally available for the distribution of pens, in penmanship work. In many schools the pens are gathered and distributed, but at great inconvenience. This Holder makes the gathering and distribution easy and free from error.

C. W. BARDEEN, Proprietor, Syracuse, N. Y.

—THE SCHOOL BULLETIN PUBLICATIONS—

The Bulletin Ink-Well Filler.

No more spilled ink. To see it is to buy it. Price \$1.25.



School Bulletin Teachers' Agency

NOR ONE desirable place in fifty is filled now-a-days except directly or indirectly through the medium of a Teachers' Agency. Nearly all teachers holding responsible positions are themselves enrolled in some Agency and give their Agency immediate information of prospective changes. Hence an outside teacher has no chance to learn of vacancies. Before he hears of them they have been filled by candidates notified by the Agency. A progressive teacher could afford the annual fee for enrollment for the information alone. He might not care to use it, but it is worth two dollars a year to be sure he has missed no opportunities he would like to know of.

We happen to know as we write that a man now principal of a \$1600 school will soon be appointed teacher in a normal school. We are pretty sure that a man now getting \$1400 will have the \$1600 place. If he gets it we have our eye on another man now getting \$1100 who will be glad of the \$1400 place; in every case because these men are especially fitted for these places and desirous of them. All this in January. Now next June some principal who saves his two dollars by not registering in an Agency will read in the morning newspaper that Principal So-and-so has been appointed to such a chair in such a normal school, and will pack his valise, take the train, and hurry off to Principal So-and-so's present place to apply for his position before anyone else gets there. It will surprise him to learn that the vacancy was provided for six months before. He has saved his two dollars registration fee, but he has lost his time, his car-fare, and whatever chance he stood of the place.

THE BEST AGENCIES, however, do not depend on information alone. By repeated successes, by fair dealing, and through the influence of the teachers they have placed, they have won the confidence of many school boards and employing principals. There are hundreds of schools that systematically engage all their teachers through an agency and will not consider applications from any other source.

One year we sent Principal Poland, now assistant superintendent in New York city, to the Jersey City high school at \$2500; that left a vacancy at Ilion which we filled by sending Principal Winne, now of the Poughkeepsie high school, at \$1600; that left a vacancy at Canastota which we filled by sending Principal Ottaway at \$1200; that left a vacancy at Amsterdam Academy, and so on.

Did you ever see people stand in line at the post-office waiting for their mail? As each one is supplied he goes away, giving place to the next, and so there is a continual moving up; the man who keeps his place in the line will eventually get to the head. In no profession is there so frequent and so rapid moving-up as in teaching. To get to the top, do your work well where you are and keep registered. Presently you will be the man that fits and will be elected, and if you do fit when you get there the Agency will keep its eye on you for the next fit. Try it.

IT IS IMPORTANT, however, not only to register, but to register in the Agency most likely to help you. Without reflection upon others it may be said with confidence that the School Bulletin Agency is safe and trustworthy. Aaron Gove, superintendent of schools in Denver, Colo., and late president of the National Teachers' Association, said in the *Colorado School Journal* for July, 1890:

"The *School Bulletin*, edited, owned, and conducted by C. W. Bardeen, at Syracuse, N. Y., is an old and reliable school journal. Its proprietor is a school man and understands his business. He is also at the head of an educational bureau. As at present advised, we are suspicious of bureaus unless we know the man at the head."

"The man at the head" of the School Bulletin Agency makes personal selection of every teacher recommended. Send for circulars.

Positions for Women Teachers.

The advance in the salaries of superior women teachers has been of late years remarkable. Prof. Payne, of Vanderbilt University, wrote to us in 1890 for a primary teacher at \$1,200, with no duties outside of simply teaching a primary class three hours a day. In 1894, we were asked to find a woman as college president at salary reaching to \$10,000. The difficulty is not to find such places: it is to find the women who are sure to succeed in such places. Some of the places for women we have filled are as follows:

At \$1,500.—Principal High School, Des Moines, Ia.

At \$1,400.—Milwaukee Normal, Wis.

At \$1,200.—Brooklyn, Buffalo Normal, New York city [2], Syracuse, N. Y.; Scranton, Pa.; Birmingham, Ala.; Davenport, Ia.; Moorhead Normal, Minn.; Colorado Springs, Colo.

At \$1,000.—Little Falls, Oneonta Normal, Saratoga Springs, Syracuse [3], Utica [2], N. Y.; Birmingham, Ala.; Cedar Falls [2], Marshalltown [2], State Agricultural College, Ia.; St. Joseph [2], Mo.; Grand Forks, N. D.; Outray [2], Colo.; Helena, Mont.; Cheney Normal [2], Wash.

At \$900.—Auburn, Jamaica Normal, Newburgh, N. Y.; Plymouth Normal, N. H.; Florence, Ala.; Baton Rouge, La.; West Des Moines, Ia.; Winona Normal, Minn.; Emporia Normal, Kas.; Omaha, Peru Normal, Neb.; Grand Forks, Mayville, N. D.; Colorado Springs, Pueblo, Colo.; Napa, Cal.

At \$800.—Auburn, Binghamton, Elmira, Garden City, Gloversville, Gouverneur, Kingston, Newburgh [2], New Rochelle [2], Norwich, Olean, Potsdam Normal, Poughkeepsie, Syracuse [2], Waverly, N. Y.; Bennington, Vt.; New Haven [2], Ct.; Florence [3], Ala.; Campbell, Texas; Erie, Oil City, Pa., Clinton [2], Decorah, Coates College, Ia.; Whitewater, Wis.; St. Cloud, St. Peter, Minn.; Grand Junction, Outray, Pueblo [3], Colo.; Tucson, Ariz.

At \$700.—Amsterdam Ac., Batavia [3], Catskill, Dunkirk [4], Ellenville, Elmira, Fort Plain, Hornellsville, Ithaca, Jamestown, Lyons, Oneonta Normal [4], Plattsburgh, Plattsburgh Normal, Port Jervis, Poughkeepsie, Saratoga Springs, Springville, Watkins, Yonkers, N. Y.; Naugatuck, South Norwalk [2], Ct.; Beaver College, Bradford, Erie, Oil City, Shippensburg Normal, Waverly, Youngstown, Pa.; Ishpeming, Mich.; Normal [2], Ill.; St. Cloud, St. Peter, Minn.; Lincoln [2], Neb.; Madison, Yankton, S. D.; Fort Collins, As.; Takoma, Wash.

At \$600.—Besides more than 90 places in New York, Deering, Me.; Bennington, Vt.; Providence Normal, R. I.; Hartford, Norwalk, Ct.; East Orange [2], New Brunswick, N. J.; Erie [2], Warren, Pa.; Marietta [2], Ga.; Florence [5], Ala.; Grandview, Tex.; Owensboro, Ky.; Youngstown, O.; Adrian, Mich.; Jacksonville, Ill.; Marshalltown, Ia.; Fergus Falls, Minn.; St. Cloud, St. Peter, Minn.; Portage, Wis.; Lincoln [3], Neb.; Westington Springs, Yankton [6], S. D.; Meeker, Colo.; Salt Lake City, Utah; etc., etc.

Who get these places? *Born teachers*, whether or not they are normal or college graduates. Our standard of estimate is, "First a true woman, then a lady, then as much more as we can get."

C. W. BARDEEN, Proprietor, Syracuse, N. Y.

New York Principalships.

Whether this Agency is trustworthy may be judged from the fact that it has filled the following New York principalships, with aggregate salaries exceeding \$440,000.

Adams, Alexander [2], Amenia *Sem.*, Amsterdam *Ac.*, Andes [6], Andover, Apalachin [2], Apulia, Attica, Auburn, [2], \$1,200 and \$2,000, Ausable Forks, Bainbridge, Baldwinville [3], Batavia [Inst. for the Blind], Bayville, Belfast, Binghamton [4], Bouckville, Brasher Falls [2], Brookfield [3], Cambridge [2], Camillus, Canajoharie, Canandaigua, [Union School, \$1,700, Academy, \$2,000], Canastota, Canisteo [2], Canoga [2], Cape Vincent, Carmel, Carthage, Castile, Catskill [2], Cattaraugus [2], Cayuga, Champlain, Chatham, Chester, Chittenango [2], Churchville, Cicero, Cincinnati *Ac.* [2], Clayville [2], Clarence, Collins Centre [5], Constableville, Cooper's Plains [2], Corinth, Corning [3], Cortland *Normal* [\$2,800], Craigsville, Crown Point [2], Dansville, De Ruyter, Dolgeville [3], Deposit [3], Dundee [4], Dunkirk, East Bloomfield, East Randolph, East Springfield *Ac.* [5], East Syracuse, Elbridge, Elizabethtown, Ellenville, Elmira [4], Fabius, Fairfield *Sem.*, Fair Haven, Fairport, Farmingdale, Fayetteville [2], Fort Edward, Friendship *Ac.*, Geddes, Ghent, Gilbertville *Ac.* [2], Gloversville [3], \$800, \$1,300, \$2,000, Good Ground, Granville [3], Great Neck, Greenville *Ac.*, Groton, Guilford, Hamburg, Hammond [2], Hammondsport, Henrietta [2], Hermon, Heuvelton, Homer, Hudson, Ilion, Ithaca, Ives *Sem.* [2], Jamesville [2], Jasper [2], Jordan, Jordanville [4], Keeseville, Kenwood [3], Kingston [2], \$2,500, Kyserke, Lafayette [2], Lansingburgh, Lawrenceville *Ac.* [2], Le Roy, Little Falls [3], Little Neck, Liverpool [2], Locke, Lockport [2], Lodi, Lowville, Lyndersander [2], Madison, Madrid, Malone, Manlius [2], Manlius Station [2], Mannsville, Marathon, Margaretville, Marion [2], Massena, Maryland, Mattewan, Mayville [2], McGrawville, Medina, Middletown [3], Mohawk [2], Mooers [3], Moravia, Morrisville, Munsville, Napanoch [2], Naples, Narrowsburg, Newark [2], New Berlin [2], New Paltz, Newport, Nichols, Northport [2], North Easton, Nunda, Ogdensburg, Olean, Onondaga Valley [2], Oriskany, Ovid [2], Owego, Oxford, Painted Post [2], Palmer Falls, Palmyra, Parish, Patterson, Pawling, Penn Yan, Perry, Peterboro [4], Philmont, Phoenix, Pompey *Ac.* [5], Port Jervis [3], Port Henry, Port Leyden [2], Portville, Potsdam *Normal* [\$2,800], Poughkeepsie [2], Pulaski [3], Red Creek, Rensen [3], Rensselaerville *Ac.* [4], Richfield Springs [2], Richmond Hill, Richmondville, Rochester *Industrial School*, Rome [5], Sagapanock, St. Johnsville [3], Salamanca [3], Salem, Sandy Creek [2], Saratoga Springs [8], Saugerties, Sauquoit *Ac.*, Savannah [2], Schenectady, Sherburne [2], Sherrill, Sidney, Silver Creek [2], Sinclairville, Smithville, Snynna [2], Suspension Bridge, So. Glens Falls [2], So. New Berlin [2], Spencertown [2], Stamford, Syracuse [3], Ticonderoga [2], Tioga Centre, Tonawanda [3], Trumansburg, Tucka-hoe [2], Troy, Tully [2], Unadilla, Union [2], Utica [2], Walden, Walton, Walworth *Ac.*, Warrensburg [3], Warsaw, Warwick, Washingtonville [2], Wassaic [2], Waterford [2], Watertown [High], Webster, Weedsport, Wellsburg [3], Wellsville, West Cornwall [2], Westerville, West Hebron, West Leyden, West Troy [2], West Winfield, Westbury Station [2], Westfield, Westport, Whitehall, Whitestown, Whitney's Point [2], Williams-town, Williamsville, Wolcott [2], Wyoming [2].

C. W. BARDEEN, Proprietor, Syracuse, N. Y.

Positions Obtained for Men.

Besides the New York Principalships elsewhere named, here are some other specimen positions obtained by men through this Agency.

At \$4,000.—Headmaster, St. Paul's School, Garden City, N. Y.
At \$3,500.—Sup't, Jersey City, N. J.
At \$3,000.—Principals, State Normal, Providence, R. I.; Blairstown, N. J.; Superintendent, Lincoln, Neb.
At \$2,700.—Assistant Superintendent, Cleveland, O.
At \$2,500.—Prin. High School, Jersey City, Sup't, New Brunswick, N. J.; Sup't, Blind Asylum, Raleigh, N. C.; President, Normal Institute, Lincoln, Neb.
At \$2,000.—President, Frederick College, Md.; Principals, State Normal, Peru, Neb.; High School, Leavenworth, Kas.; Assistants, Brooklyn Boys' High School [3]; Albany Normal; President, Coates College, Ia.; Principal, Preparatory Dep't, Univ. of Colo.; Lecturer, University Extension, Philadelphia, Pa.
At \$1,800.—Assistants, Jamaica Normal [2]; Newark, N. J.; Principals, Factoryville, Pa.; Davenport, Ia.; Pueblo, Colo.; Sciences, University of Deseret, Utah.
At \$1,600.—Mathematics, Sciences, Oneonta Normal, N. Y.
At \$1,500.—Sup'ts, Norwich Un., Vt.; Liberia, Africa; Yankton [2], S. D.; Principals, Erie Acad., Pa.; Lincoln, Neb.; Methods, Florence Normal, Ala.; Winona Normal, Minn.; Mathematics, Kalamazoo College, Mich.; Classics, St. Joseph [2], Mo.; University of Deseret, Utah; Sciences, Omaha, Neb.; Methods, Emporia Normal, Kas.
At \$1,400.—Sciences, Cortland Normal; Classics, Mathematics, Potsdam Normal, N. Y.; Principals, Oil City, Warren, Pa.; Music, Coates College, Ia.; Sup't, Hopkinsville, Ky.; Principal, Hiawatha, Kas.
At \$1,200.—Vice-principal, Salamanca, N. Y.; Principals, New Haven, Vt.; Canton, Oil City, Shamokin, Pa.; Brackett, Texas; Decorah, Ia.; Fort Lewis, Colo.; Assistants, Auburn, Garden City [2], N. Y.; Toledo [2], O.; State Normal, La.; Covington [4], Ky.; Erie, Pa.; Faribault, Minn.; Peru Normal, Univ. of Neb., Neb.; Pueblo, Colo.
At \$1,000.—Assistants, Oneonta Normal [4], Newburg [2], N. Y.; Washington, Ct.; East Orange, N. J.; Shamokin, Mansfield Normal, Pa.; Fredricksburg, Va.; Lake Forest, Ill.; Des Moines, Ia.; Principals, Hawley, Oil City [2], Pa.; Talladega, Ala.; Straight University, La.; Somerset [2], Ky.; Highland Park Col., Ia.; Lincoln, Neb.; Ouray, Meeker, Peru Normal, N. Y.; Principals, Rowayton, Ct.; Weehawken, N. J.; Tuscola, Ill.; Assistants, Binghamton, Brooklyn Polytechnic, Canandaigua, N. Y.; Blairstown, N. J.; Des Moines, Ia.; Sweet Springs, Mo.; Spokane Falls University, Wash.
At \$900.—Assistants, Auburn, Brooklyn Polytechnic, Cook Academy [2], Dolgeville [2], Fairfield Seminary, Gouverneur, Malone, Penn Yan, Pulaski Academy, N. Y.; Northfield, Vt.; East Orange, Highlands, Patterson, Rutgers Grammar School, N. J.; Princeton, Ind.; Des Moines, Ia.; Menominee, Wis.; Canon City, Colo.; Principals, Highlands, N. J.; Youngsville, Pa.; Perry, O.; Apalachicola, Fla.
At \$700.—Assistants, Aurora Academy [4], Canandaigua Acad. [6], Catskill [2], Clinton Liberal Institute, Cornwall Military Institute, Delaware Literary Institute, Elmira Free Acad., Lansingburgh Acad., Lowville Acad. [2], Lyons, Malone, Penn Yan, St. John's Acad., Manlius, Mechanicsville Acad., Owego, Tonawanda, Utica, N. Y.; Burlington, Northfield, Vt.; New Providence, N. J.; Bradford, Pa.; Russellville, Ala.; Manchester [2], Vt.; Fort-tress Monroe [2], Va.; Searey College, Ark.; Brackett, Texas; Sweet Springs, Mo.; Clinton [3], Ia.; Detroit, Michigamme, Mich.; Nebraska City, Neb.; Albany, Ore.; Lyndon, Wash.; Principals, Fairfax, Poultney [2], Vt., etc.

C. W. BARDEEN, Proprietor, Syracuse, N. Y.

CONFIDENCE OF SCHOOL OFFICERS

Denver, Colo.—*The School Bulletin*, edited, owned, and conducted by C. W. Bardeen, of Syracuse, N. Y., is an old and reliable school journal. Its proprietor is a school man and understands his business, which is demonstrated by the list of books published by him as shown in his catalogue. He is also at the head of an educational bureau, a term that in these latter days means nothing, but Mr. B.'s establishment still lives. From Texas, where are some six bureaus, all through Colorado, from here to California, and east to Massachusetts, where they swarm, are bureaus. The mass of them remind us of the darkey's idea of the freedmen's bureau in 1863. No laws exist against intelligence offices, but some laws should be enforced creating "high license". As at present advised we are suspicious of bureaus unless we know the man at the head.—*Aaron Gove in Colorado School Journal*, July, 1890.

Mr. Bardeen is one of the few level-headed and all-round school men of the land. He has not often been found with the extreme wing of any advance movement, but steadily, both through his paper, *The School Bulletin*, and from the platform, has taken a position near the centre, where the movement has been constant and steady and from which one is never obliged to retreat because of indiscreet and hasty steps. *He is probably the best authority to-day in the country* on the ability and qualifications of men and women candidates for positions with whom he has any acquaintance, and his acquaintances are thousands, acquired through a long life in the educational field.—*The same*, Dec., 1891.

Jordan, N. Y.—During my ten years in Jordan as principal of the academy it has been necessary for me to engage quite a number of assistant teachers. All these have been selected from the members of your agency. Your knowledge of the qualifications of the teachers registered with you has been so perfect that not a single failure has resulted from your selections, although the salaries offered by the board of education have been many times far below the qualifications required. Should I hereafter need your assistance I shall rely with confidence upon your judgment in the selection.—Principal *John W. Chandler*, June 26, 1893.

Pueblo, Colo.—Thinking you would like to know something regarding the work of the teachers you have placed here this year, I take this opportunity of writing you. All three of the ladies are doing first-class, conscientious work, and are strong in discipline. Miss —, you remember had no experience before September last, but she is doing excellent work, and is growing in strength every day. Miss — is strong in her line of work, and anxious to do everything well. Miss — I need not mention, as you well know her ability and success. Suffice it to say that we are all greatly pleased with the work that is being done.—Principal *Dimon Roberts*, Oct. 13, 1894.

Gouverneur, N. Y.—Four years ago you recommended to us for vice-principal H. D. DeGroat. He proved exceedingly valuable, and we kept him. He has been promoted to my place as superintendent, and it was for his position that we wanted a man. We thank you for your recommendations.—*John C. Bliss*, Inspector of Training Classes, Feb. 18, 1900.

CONFIDENCE OF SCHOOL OFFICERS

Lockport, N. Y.—I think I asked you once why you did not organize a teachers' agency, you knew so many teachers and school authorities. I then thought you, for New York State at least, the best man I knew to conduct such a work. You will not take it as a flattery, I hope, when I say that in an acquaintance of nearly ten years I have always found your judgment of a teacher whom you knew keen, discriminating, and correct. The teacher whom you recommended to us at New Berlin three years ago proved to be just what you said she was. Rest assured I shall apply to you again if I require another teacher at any time. Now I shall not feel that I am trespassing upon your new work.—Supt. *George Griffith*, April 7, 1884. Give me your individual judgment of a teacher and I will bank on it.—*The same*, Utica, N. Y., May 3, 1893.

Mr. H. E. Reed was unanimously elected last night to Conan's place, salary \$1,000. He has accepted. The strongest support he had was your sentence, "He is quite as good a man as your Mr. Conan was when he came to you."—*The same*, Sept. 10, 1895.

Kingston, N. Y.—Last spring we had two vacancies in Kingston academy to fill, one at \$800, the other at \$1,000. It took me one month to secure satisfactory teachers. I am sure that with your experience and practical knowledge of school matters, had your agency been established then I should have saved half of the time. I shall know where to go next time when a like condition of things occurs.—Principal *F. J. Cheney*, April 8, 1884.

Miss — had an inviting offer from New Paltz, but the board put up her salary to \$600 so quickly that it made her head swim, and she stays with us another year. She is giving the utmost satisfaction, and her success gives me more confidence than ever in your agency. She and Miss — whom you sent us are both fine teachers.—*The same*, June 7, 1885.

Potsdam, N. Y.—The board appointed Mr. Cook by an unanimous vote. I want to thank you for your part in securing for us a man whom I believe in every way worthy. Of course you received dollars and cents from another source, but there is more to come from this than money can give. I am right glad you are in this work. No man in our State is more fit.—Prof. *Warren Mann*, State normal school, Sept. 3, 1884.

Albany, N. Y.—I have not the pleasure of a personal acquaintance with Mr. A. B. Poland, but I do know Mr. C. W. Bardeen, of Syracuse, who vouches for him, and I have so much confidence in his sound judgment that any statement he may make as to Mr. A. B. Poland, I am sure may be implicitly and safely relied on; and I have no hesitation in endorsing anything he may deem proper to say in regard to the capabilities and standing of Mr. Poland as a teacher in this State.—Hon. *Wm. B. Ruggles*, State Superintendent of Public Instruction, Sept. 22, 1885.

Yankton, S. D.—Considering that there were over forty applicants for these three places, the fact that we have filled them all from your agency shows that we have considerable confidence in it.—Supt. *J. D. Stay*, June 18, 1890.

CONFIDENCE OF SCHOOL OFFICERS

Brackettville, Texas.—The school board has placed at my disposal \$—, with which to employ three extra teachers next year for nine months. (1) One is to teach children in the first year in school, almost exclusively little girls of from seven to nine years old, children of the first families here. They are not attending school now, but if I could get a superior primary teacher, a popular and lovable woman, they would attend school next winter. Of course I can get plenty of primary grade teachers in Texas, —the woods are full of them,—but there are teachers and teachers; I can get none that suit me out here. I want one who knows *how* to teach children to read—how to teach in a scientific and professional method; not a dead, dry *pro forma* lesson-hearer. Of course she must give them physical training, singing, object lessons, and “all that”.

(2) The second teacher will probably be required to teach the 4th grade. I want a teacher who really knows how to teach reading, penmanship, etc.

(3) The third teacher is for 7th grade; must be strong in government, a woman with a high sense of good order, and yet who will win affection as well as esteem. In no case do I want a mere lesson-hearer. *I have so much confidence in your good judgment that I am glad to leave the matter entirely with you.*—Supt O. J. Blakesley, May 18, 1893.

Naugatuck, Conn.—*Telegram.*—Want superior lady teacher. Drawing, rhetoric, grammar, arithmetic. Must be good disciplinarian, dignified, normal or college, age—. Send her immediately. Make no mistake. Salary \$650. Wire me.—Supt T. F. Kane, Jan. 1, 1894.

Miss — reached here yesterday afternoon. This morning she met the board of school visitors and passed an examination. She is now duly licensed to teach in these schools. * * * The teacher who held the position Miss — takes resigned Dec. 21. At that time I was ill. The next day the chairman of the district committee called upon me and asked me if I could get a teacher for the position whom I could personally recommend. I thought I could, and telegraphed an offer, but the board would not release her. I was obliged to go to New York Tuesday, and was instructed to get a teacher, but to see her before making an engagement. I spent three days consulting the principal agencies. I gave the same requirements which I mentioned in my telegram. To my surprise I could not find a teacher near enough to be available who had just these qualifications. Mr. — of the New York branch of the — agency replied by telegram from Boston, that he could not have a teacher by Saturday who could fill the bill—but alas! she could not teach drawing, and the board of school visitors would not give her a license. The chairman of the district committee appealed to me again. I said to him “*I believe Mr. C. W. Bardeen of Syracuse can fill the position for us if I wire him definite instructions.*” Upon my assurance that I was willing to trust Mr. Bardeen’s judgment he asked me to wire you. I hope Miss — will prove all we expected of her. —*The same*, Jan. 5, 1894.

[In 1898 this lady was still employed there, her salary having been raised to \$930.]

CONFIDENCE OF SCHOOL OFFICERS

Jersey City, N. J.—In Jersey City we have two very important vacancies, for each of which we desire a first-class man. The first is a city superintendent of schools. Our register of pupils is 15,000, number of teachers 300, school buildings 21; the salary is \$2,600. We want a thorough man into whose hands we can commit this work, some one that the board can look up to and go to for advice; a man of ripe scholarship, with experience in this line, and some aptitude, bias, and love for the common school work,—a man of force and positive character.

Next, the principalship of the high school is vacant. * * * The high school has 500 pupils, and 9 teachers; the training school in the same building has 400 pupils, and 10 teachers. It all comes under the supervision of the high school principal; salary \$2,500. For this we want a first-class man, a man with full classical, mathematical, and scientific training, positive character, unblemished reputation.—*John A. Walker*, president board of education, Aug. 22, 1885.

As we interested you in our school matters it may gratify you to know that we elected as follows: A. W. Edson, Attleboro, Mass., superintendent of schools; A. B. Poland, Illion, N. Y., principal of high school. We thank you sincerely for two or three telegrams, and *two very valuable, carefully-written, discriminating letters*. We have both gentlemen in the city already, and both have begun work to the satisfaction of all. Again thanking you, I am, etc.—*The same*, Sept. 6, 1885.

Mr. Edson remained there until elected State agent in Massachusetts, from which place he was in 1897 called to be assistant superintendent in New York city. Mr. Poland succeeded Mr. Edson as superintendent, was elected State superintendent, and resigned that office to become assistant superintendent in New York city.]

Brackettville, Texas.—You will permit me to thank you for your service and for the ease with which I secured this place. Indeed *my election occurred before my application was in the hands of the board.*—Principal O. J. Blakesley, Oct. 24, 1892.

Canton, Pa.—This letter is strictly confidential. I feel that I can rely on your judgment. I expect to leave my position on the 1st of March to accept a position which will pay me much better. The board of education have agreed to release me provided a man be found to take my place, and they have instructed me to find such a man. * * * I desire that you recommend to me *one* man, and only one, who will fill the bill, giving something of his history and qualifications.—*C. M. Harding*, Jan. 26, 1895.

Mr. W. L. Rowlands was chosen last night as principal of this school at \$111.11 per month. * * * Please inform me at your earliest convenience that Mr. R. will be on hand Feb. 28.—*The same*, Jan. 31, 1895.

Telegram.—Will accept position at Canton. Send particulars.—*W. L. Rowlands*, Feb. 1, 1895.

Your letter together with letter from Canton, Pa., is received. It is unnecessary to say that I am greatly pleased with your agency and the plan on which it is conducted.—*The same*, Utica, N. Y., Feb. 2, 1895.

RECOMMENDATION OF SINGLE CANDIDATES

Oil City, Pa.—It will be but a short time before Miss — will be obliged to leave us. Can you recommend some one to take her place? Must be a college graduate of some experience, able to teach Greek, algebra, German, oratory, and the ordinary high school studies. *You may tell me without notifying the candidate*, if you are certain of your candidate. Then when the vacancy does occur I can telegraph you.—Sup't C. A. Babcock, Jan. 13, 1896.

I start this morning for Oil City. It hardly seems possible that I have the position, I have done so little to secure it. I thank you for your kindness, and shall hereafter esteem your agency far better than any other I know.—*Rosina O. Phillips*, Naples, N. Y., Jan. 25, 1896.

Shamokin, Pa.—The principal of our high school has resigned, and has left his position here to take the chair of Latin and Greek in the Westchester State normal school, and we desire a first-class man to fill the vacancy. The applicant must be a Protestant, a graduate of a first-class college or university, and a normal school if possible, a man of successful experience as principal of a good high school, of commanding presence, and a thorough gentleman. The principal has charge of the department of Latin and Greek, as well as general control of the school, about 200 pupils. He has five assistants, and all the work of the school is done in departments. The applicant must also be master of the classics, and have had successful experience in teaching. The salary is \$1,020 for nine months term. *If you have a good man that will meet our wants, please have him apply in person at once*, as the position must be filled immediately.—Sup't W. F. Harpel, Aug. 20, 1897.

The principalship of the high school was filled last evening by the election of Joseph Howerth. Thank you for your prompt attention.—*The same*, Aug. 26, 1897.

Schenectady, N. Y.—It looks like another teacher in our high school. One able to teach sciences, mathematics, Latin,—to help, you see, in two or three departments; should be a college graduate able to teach drawing under the supervision of our supervisor of drawing. We are aware that it is late and that the best teachers are engaged, but I thought perhaps you could suggest one who had failed to connect for some reason. Salary about \$600. Please let us hear from you by return mail.—Sup't S. B. Howe Sept. 8, 1897.

Miss — is here. The impression she makes upon Mr. Marvin and me is distinctly favorable. She has accepted the position at \$600.—*The same*, Sept. 11, 1897.

Perry, N. Y.—*Telegram*.—Send at once list of recommendations of persons for position of principal in Miss Catton's place at salary of \$800.—*J. G. Kershaw*, secretary of school board, Sept. 12, 1897.

I came to Perry immediately according to your telegram, stayed to the board meeting last evening, was elected, and begin work on Monday. I like the place and appearance of the school and believe it is just what I have been waiting for.—*Wm. H. Adams*, Sept. 15, 1897.

CONFIDENCE OF SCHOOL OFFICERS

Birmingham, Ala.—If you think Miss — will fill the bill you may confer with her and have her report in person by the morning of the 15th. If you have anyone else better fitted in your judgment for the place wire me at my expense. *I shall leave the matter in your hands* to send us a good teacher. The inquiries I have made will serve to aid you in selecting such a one as we need.—Sup't J. H. Phillips, Dec. 8, 1888.

Saratoga Springs, N. Y.—Now we are in a hurry and propose to put the matter entirely in your hands. We want you to send us just the right teacher.—Sup't E. N. Jones, Jan. 3, 1889.

Greenport, N. Y.—I wish to get a teacher for 2d assistant in the academic department. Work will be arithmetic, American history, rhetoric, zoölogy, botany, geology.—German is optional with one of the others, salary \$42.50 per month. Immediately answer by telegram whether you can fill the bill.—*George H. Cleaves*, March 3, 1891.

Telegram.—Let her start immediately. When will she reach here?—*The same*, March 4, 1891.

Ashland, Ky.—*Telegram*.—Send at once Miss — or good grammar teacher. Salary \$50 a month. Answer.—Sup't J. L. Crabbe, Sept. 16, 1891.

Meeker, Colo.—*Telegram*.—Send Miss — or Miss — or any good teacher whom you can thoroughly recommend. Salary \$60 a month.—Sup't Coleman, Aug. 22, 1891.

Silver Creek, N. Y.—If you can send us a teacher with the following qualifications, do so. A lady between the ages of 21 and 30 years, of good personal appearance, able to teach the common branches—that is, to fill our 2d grammar department, to be here next Tuesday if possible, *We are going to trust to you to select a teacher*. You have filled in other places vacancies to my satisfaction, and as this is my first one here I wish you would do your best.—Principal Arthur M. Preston, Dec. 29, 1893.

Bennington, Vt.—On the first Monday in April we must have a principal for our high school to fill vacancy caused by sudden death. There are 70 pupils of all ages. It will take a woman of fine tact and executive ability to fill the place satisfactorily. She must be able to teach German, English literature, algebra, and botany. Miss R.'s salary was \$600. The board will not stand on a few dollars per week, however. Can you pick out the right woman? She will certainly be engaged for another year if reasonably satisfactory. We are inclined to leave the matter in your hands.—Sup't C. S. Davis, March 24, 1893.

Chester, N. Y.—Miss —, who has been teaching in our intermediate room, has been obliged to give up her work here at once, and we must have some one to fill her place. We want some one with tact and a good disciplinarian, and if we could secure all the good things for \$10 a week we would like one who could go out into society and meet people. *We will leave the matter entirely to you* and let you send us the best one you can on such short notice, and we shall be satisfied.—Principal F. M. Wilson, March 25, 1893.

SATISFACTION OF CANDIDATES

Phoenix, N. Y.—I thank you very much for the assistance you have rendered in securing my present position for me. I have applied to other agencies but have received very little aid from them. The promptness and efficiency of your agency is such that I can heartily recommend it in preference to any other I know.—*Mary I. Root*, preceptress, Aug. 15, 1886.

Sup't E. B. McNeely informs me that I have been elected teacher of mathematics and German in St. Joseph at a salary of \$1,000. I inclose \$50 for commission, and thank you heartily for your assistance.—*The same*, July 15, 1890.

Yankton, S. D.—What next! When I registered with you this year I was not anxious to make a change, as this position, obtained through your agency, is a desirable one. I registered on the same principle that a man pays his premium on a life policy, not expecting to get immediate returns. But now, with hardly any effort on my part, I am informed of my election as superintendent of schools in a flourishing western city—first-class place—and that you are at the bottom of it. I shall accept, but I hardly dare register with you again right away: it's dangerous!—*J. D. Stay*, June 1, 1887.

[We sent Mr. Stay first to New Orleans, La., at \$800; then to Antwerp, N. Y., at \$1,000; then to Yankton, S. D., at \$1,500; and then as assistant superintendent of schools to Cleveland, Ohio, at \$2,700.]

Chatham, N. Y.—I registered with you first in 1885, and you secured me the principalship of the Granville union school at \$800; I registered with you next in 1887, and you secured me the principalship of Yates union school at a salary of \$1,000; I registered with you a third time, this present year, and you have secured me the principalship of the Chatham union school at a salary of \$1,300. It is not strange that I feel very grateful for your services. Let me say that I always advise my teacher friends to register in *Barden's agency*, and shall do so more zealously than ever hereafter. I would add that the assistant teachers secured through you have always given the best satisfaction.—*Frank H. Wood*, June 8, 1889.

Dolgeville, N. Y.—I am informed this morning of my election to the principalship at Dolgeville at a salary of \$1,100, the salary you named to them, and which I agreed to accept. This transaction illustrates perfectly my idea of the way an agency should work. I stated my wishes to you and placed in your hands and gave you means of obtaining full information regarding my qualifications. The board at Dolgeville described their needs, and asked you to name candidates. You selected a small number, out of whom the board chose me. Both parties are suited, and with little trouble to either. As your agency four years ago also directed me to the position which I now resign, you may be sure I am convinced of your reliability and efficiency.—*Herbert J. Jones*, June 24, 1890.

[Mr. Jones resigned his place in Dolgeville to enter Cornell university. After graduation from there he registered again, and we secured him the principalship of a grammar school in Binghamton.]

SATISFACTION OF CANDIDATES

Natchitoches, La.—Will you please send registration blank that I may make some important changes, and I will renew my registration in April, when the present one runs out.—*Charles J. Ling*, State normal school, Jan. 2, 1891.

I inclose \$60, commission on my salary at Pueblo, Colo. I assure you of my hearty appreciation of your efforts in my behalf. My faith in your agency has always been strong, and you have now given me a double assurance of its worth.—*The same*, Aug. 11, 1892.

Naples, N. Y.—Just arrived home from Naples. Reached there Friday night at nine o'clock. On Saturday at twelve M. I signed a contract to act as principal of their school for the ensuing year at a salary of \$900. To say that I am much pleased with your business-like methods is to put it mildly at least. During the first and best five years of my teaching I spent my time and money applying for schools here, there, almost everywhere, as directed by two other bureaus, only to find that in nine cases out of ten there was no vacancy. It was late in the season when I registered with you, and I hardly expected more than a subordinate position, but you have supplied me with a first-class place and I heartily thank you for what you have done for me.—*F. Yale Adams*, Aug. 18, 1890.

Yesterday I accepted the principalship of the Crown Point union school, having been unanimously elected by the board at a salary of \$850. Again I have to thank you for securing me a good place. I cannot speak in too high terms of my regard for your work and teachers' agency. In an experience of three years with you I have found you ever prompt and business-like.—*The same*, Aug. 1, 1891.

Inclosed find registration form and postal note for \$4, registration fee for myself and sister. I register again this year because I think it is a good thing to keep on your list, and to be informed of any position better than the one I am now holding—to which you may think fit to recommend me. I have received two good positions through you, and consequently have great confidence in your business-like methods of conducting your agency.—*The same*, Jan. 26, 1893.

Yesterday I accepted the position as principal of St. Johnsville union school at a salary of \$1,100. I suppose I am indebted to you for this position, although I have heard nothing from you in regard to it. This is the third position that I have obtained through you, and each one has brought out some new and pleasing features of your business-like management. This time the board requested me to send application before I knew there was a vacancy in St. Johnsville. It is such things as this that give confidence in a teachers' agency.—*The same*, May 23, 1893.

Chester, N. Y.—You have served me well in the past. In fact I have got every position that you have ever notified me of. You do not recommend too many for each place, and choose teachers that harmonize. When I asked you for a teacher last fall and you sent me Miss — I found her just as represented, and she perfectly fills the bill.—Principal *John F. Baringer*, May 19, 1897.



